

1956

1956-1957. V95.01. March Bulletin.

Hope College

Follow this and additional works at: <http://digitalcommons.hope.edu/catalogs>



Part of the [Archival Science Commons](#)

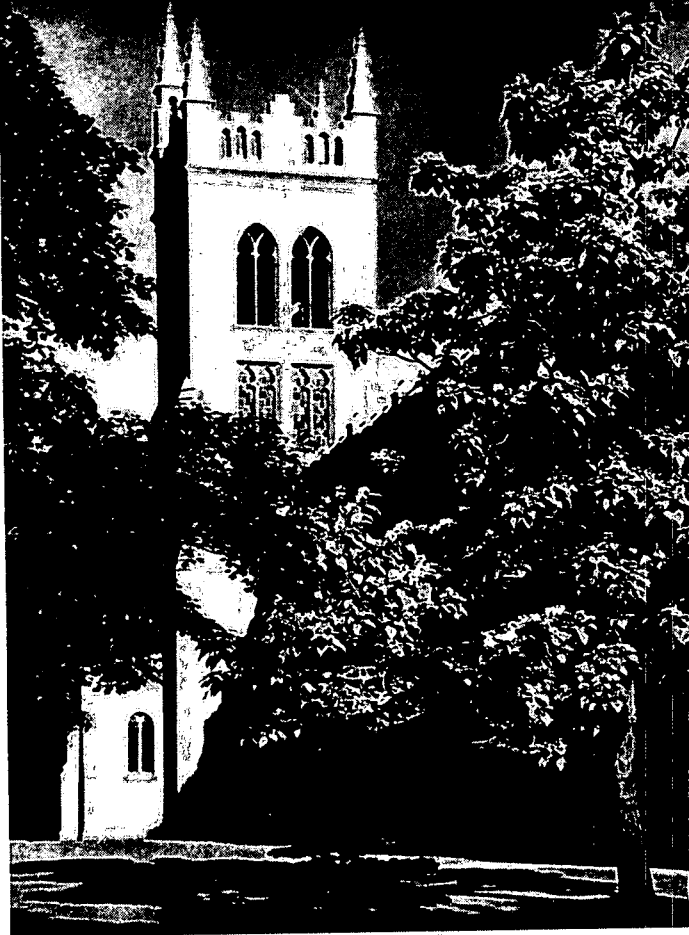
Recommended Citation

Hope College, "1956-1957. V95.01. March Bulletin." (1956). *Hope College Catalogs*. 124.
<http://digitalcommons.hope.edu/catalogs/124>

This Book is brought to you for free and open access by the Hope College Publications at Digital Commons @ Hope College. It has been accepted for inclusion in Hope College Catalogs by an authorized administrator of Digital Commons @ Hope College. For more information, please contact digitalcommons@hope.edu.

Library 4 copies

1
9
5
7
•
1
9
5
8



HOPE COLLEGE

BULLETIN

Annual Catalogue

Directions for Correspondence

Concerning ADMISSIONS, FEES, SCHOLARSHIPS, REQUESTS FOR LITERATURE, address Mr. A. H. Timmer, Director of Admissions.

Concerning the WELFARE OF WOMEN STUDENTS AND WOMEN'S HOUSING, address Miss Emma Reeverts, Dean of Women.

Concerning the WELFARE OF MEN STUDENTS AND MEN'S HOUSING, address Mr. Milton Hinga, Dean of Students.

Concerning TRANSCRIPTS OF RECORDS, address Mr. Paul E. Hinkamp, Registrar.

Concerning PAYMENT OF FEES OR TRANSACTION OF BUSINESS IN CONNECTION WITH STUDENT ACCOUNTS, address Mr. Henry Steffens, Treasurer. All checks should be made payable to the Treasurer, Hope College.

HOPE COLLEGE BULLETIN

**ANNUAL CATALOGUE
1956 - 1957**

**ANNOUNCEMENTS FOR THE YEAR
1957 - 1958**

VOLUME 95

MARCH, 1957

NUMBER 1

HOLLAND, MICHIGAN

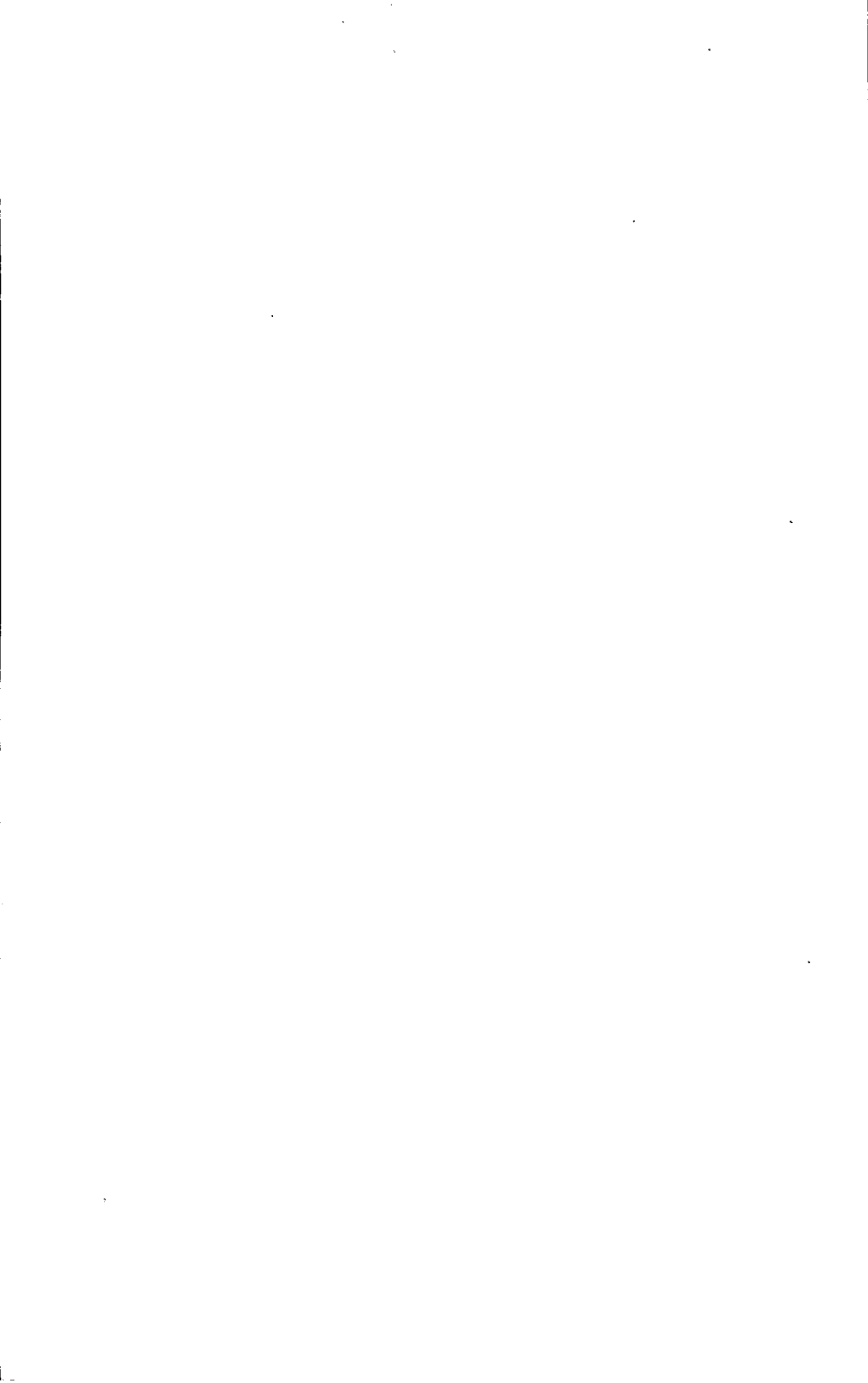


Table of Contents

Part One — The College

Calendar of Events	3
History and Organization	6
Aims and Standards	7
Campus and Buildings	10
Special Services	13
Student Activities	17
Alumni Association	22
Student Expenses	23
Financial Aid for Students	25
Honors and Awards	30

Part Two — The Academic Program

Admission	35
General Academic Regulations	38
The Degree Program	42
Reading	45
The Evening College	46

Part Three — The Course Offerings 47

Part Four — Programs of Study 109

Part Five — The College Roster

College Corporation	131
Administration	133
Faculty	136
Committees	142
Student Roster	146
Enrollment Data	169
Graduates, 1953b ²	171
Honorary Degrees and Awards	175

Part One

THE COLLEGE

College Calendar

1956 - 1957

1956

September 17-18	First Semester Registration
September 19	Annual Convocation—9:00 A.M.
September 19	Classes begin—1:00 P.M.
October 13	Homecoming
November 21	Thanksgiving Recess begins—4:00 P.M.
November 26	Thanksgiving Recess ends—8:00 A.M.
December 18	The Messiah
December 19	Christmas Recess begins—11:00 A.M.

1957

January 3	Christmas Recess ends—8:00 A.M.
January 21-25	Semester Examinations
January 29	Second Semester begins
March 29	Spring Recess begins—4:00 P.M.
April 9	Spring Recess ends—8:00 A.M.
May 25-31	Semester Examinations
June 1	Alumni Convocation—6:30 P.M.
June 2	Baccalaureate Service—2:30 P.M.
June 3	Commencement—10:00 A.M.

1957 - 1958

1957

September 9	Freshman Orientation begins
September 10 - 11	Upper Class Registration
September 12	Formal Convocation—9:00 A.M.

College Calendar

1957

October 26	Homecoming
November 27	Thanksgiving Recess begins—4:00 P.M.
December 2	Thanksgiving Recess ends—8:00 A.M.
December 20	Messiah
December 20	Christmas Recess begins—11:00 A.M.

1958

January 7	Christmas Recess ends—8:00 A.M.
January 20-24	Semester Examinations
January 28	Second Semester begins
March 28	Spring Recess begins—4:00 P.M.
April 8	Spring Recess ends—8:00 A.M.
May 23-29	Semester Examinations
May 31	Alumni Convocation Dinner—6:30 P.M.
June 1	Baccalaureate Service—3:00 P.M.
June 2	Commencement Convocation—10:00 A.M.

Comparative Calendar

1956

JULY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST

S	M	T	W	T	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SEPTEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

OCTOBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOVEMBER

S	M	T	W	T	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

DECEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1957

JANUARY

S	M	T	W	T	F	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY

S	M	T	W	T	F	S
						1 2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

MARCH

S	M	T	W	T	F	S
						1 2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY

S	M	T	W	T	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

JULY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST

S	M	T	W	T	F	S
						1 2 3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6 7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER

S	M	T	W	T	F	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER

S	M	T	W	T	F	S
						1 2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6 7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1958

JANUARY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

MARCH

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY

S	M	T	W	T	F	S
						1 2 3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE

S	M	T	W	T	F	S
	1	2	3	4	5	6 7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

History and Organization

In 1848 the General Synod of the Reformed Church in America approved the recommendation of the Special Committee on the State of the Church which urged that "an institution of high order for classical and theological instruction under our patronage as long as necessary be established." One year before this a party of religious immigrants had settled in the wilderness on Black Lake and had founded the town of Holland. Under the leadership of Reverend A. C. Van Raalte the plans for an educational institution were soon realized. In 1851 an academy was established under the principalship of Walter T. Taylor.

To the first report of Principal Taylor to the General Synod was appended a statement by Reverend Van Raalte, containing the sentence, "This is my anchor of Hope for this people in the future." This statement, as simple as it is felicitous, gave the name Hope College to the institution and led to the selection of the anchor as its seal. At first the academy provided instruction only at the secondary level, and the plan of collegiate education was not put into action until 1862, when the first freshman class was organized. In 1866 Hope College was incorporated and Rev. Philip Phelps, D.D., was inaugurated as the first President. In that same year the first class of eight was graduated.

1878 There have been seven presidents of Hope College as follows:
Philip Phelps (1866-1885), * Charles Scott (1885-1893), Gerrit J. Kollen (1893-1911), Ame Vennema (1911-1918), Edward D. Dimnent (1918-1931), Wynand Wichers (1931-1945), and Irwin J. Lubbers (1945-present).

The governing body of Hope College is the Board of Trustees, consisting of forty-two members, including the President of the college. They are selected in the following manner: nine are selected by the General Synod of the Reformed Church in America, five by the Board of Trustees, and the remainder by the various classes or particular synods of the Reformed Church. They hold office for six years and are the regularly constituted corporation under which the college acts.

* *Provisional Presidents*

Siles H. Mandeville - 1878-1880

Charles Scott - 1880-1885

Aims and Standards

Hope College is a church college, founded and maintained by the Reformed Church in America. It offers a program of liberal arts education to its constituents and to all those who subscribe to its aims and purposes and who meet its requirements for admission. Its continuing purpose is to be dynamically Christian in its objectives and in its practices.

The Reformed Church in America, which supports the college and directs its program through its elected board of trustees, is a protestant denomination in the main tradition of the historic Reformation Movement. It believes in the teachings of the Bible as the supreme and final authority on faith and life. It holds to the central Christian Doctrines as stated in the Apostles' Creed and follows the Presbyterian system of church government.

From the beginning of its history Hope College has sought to present a program of instruction and to provide an atmosphere which would help to strengthen the Christian faith of its students and faculty. As such the basic tenets of the Christian faith form the major assumptions upon which the total program of the college is established. The college is positive in its belief that the Christian religion is central to all true education. Its motto, engraved on the college seal, emphasizes its position: "*Spera in Deo* — Hope thou in God."

As a liberal arts college Hope College offers a curriculum designed to introduce the student to the broad field of human knowledge and culture, to bring him to the realization of the problems and responsibilities facing him as a Christian, and to direct him toward the acceptance and performance of his duties in the world today. The curriculum is based on a four-year program leading to the bachelor of arts degree.

With a student capacity of approximately one thousand, Hope College seeks to foster a close personal relationship between students and faculty and to promote a sense of unity and cooperation in the college community, for it believes that these characteristics are among the distinctive advantages of the smaller liberal arts college. The student body is cosmopolitan, with members coming from the various parts of the nation — New England, the Middle Atlantic states, the Midwest, the Far West and the South — and from a number of foreign countries. This diversity of environmental background serves to enrich the experience of all the students.

In the framework of this heritage and tradition, and consonant with the religious faith that provides direction, the board of trus-

tees and the faculty of Hope College have formulated the following set of objectives to which they subscribe.

The aims and purposes of Hope College are:

1. To develop Christian character, nurturing and strengthening faith in God, in Jesus Christ as God's Son and only Saviour and Lord, and in the Bible as the inspired Word of God, our only rule of faith and practice.
2. To provide an atmosphere, culture and education that will undergird, strengthen and support those basic Christian principles taught and practiced in the home and church, that will help the student to develop a Christian philosophy of life, and that will strengthen him in the practice of that philosophy.
3. To encourage cooperative participation in group life as a valuable social experience for the development of Christian living and leadership.
4. To train the whole of man for the whole of life and to send forth well-informed, consecrated Christian leaders into every walk of life.
5. To introduce the student to the organized fields of learning, interpreted through the Christian view of the world, man and his culture, based upon revealed truth as presented in the Word of God, so that he will further develop a proper sense of values.
6. To build strong bodies, through physical training, acquainting the student with the principles of hygienic living and developing interests and habits conducive to physical, mental and spiritual health.
7. To train the student in understanding and evaluating the thoughts of others and in expressing his own thoughts clearly and effectively.
8. To provide the student with intensive concentration in one field of learning and with the techniques of research which are ordinarily associated with that field, so that he will be adequately prepared to take his place in graduate schools or directly in his chosen vocation or profession.
9. To arouse a keen awareness of the power of the unseen, spiritual forces in the world and their importance in the total pattern of living.
10. To raise the standards of its teaching so that its faculty will constantly improve in scholarship and ability.

Academic Standing

Hope College is fully accredited by the Association of American Universities, the North Central Association of Colleges and Secondary Schools, the American Association of University Women, and the American Chemical Society. It maintains membership in the American Council on Education, the Association of American Colleges, and the National Conference of Church-related Colleges. Hope graduates are admitted to the leading graduate and professional schools.

College Regulations

A student's application for admittance to Hope College implies his acceptance of the purposes and regulations of the college, and his readiness to conduct his social and academic activities in harmony with the principles and rules of the college. The college reserves the right to require the withdrawal of any student at any time if the general welfare, in its opinion, seems to demand such action.

The following basic regulations of the college are designed to contribute to the welfare of each student and of the college as a whole.

1. Devotional services in the Memorial Chapel are held each school day. These services minister to the spiritual growth of the student and serve as a unifying force among the student body. Each student is required to attend these daily devotional periods.
2. To increase the student's understanding of the Christian religion, one course in the department of Bible and Religion is to be taken by every student each year that he is in residence at Hope College.
3. Students are expected to attend public worship each Sunday at churches of their choice.
4. The college opposes drinking, gambling, and hazing in all forms. Offending students will be subject to discipline.
5. The college discourages the use of tobacco by women students.
6. All women students not residing in Holland or living, by consent of the Dean of Women, with near relatives are required to room in the women's residence halls.

7. Students living in college residence halls who contemplate marriage during the school year must make arrangements with the college authorities in advance.
8. Social dancing at Hope College is regulated in accordance with a ruling of the Board of Trustees.

Campus and Buildings

Location

HOPE COLLEGE is located at Holland, a city of sixteen thousand, in the western part of Michigan on Lake Macatawa, which is a bay of Lake Michigan. The Chesapeake and Ohio Railroad affords direct connection with the leading cities east and west. Grand Rapids is located twenty-five miles northeast and is reached by the Chesapeake and Ohio and motor bus lines. Chicago is one hundred and fifty miles to the southwest. Holland is in the heart of Michigan's famous fruit and summer-resort belt.

Campus

The main College campus, containing eighteen acres, lies in the center of the city between Tenth and Twelfth Streets, and College and Columbia Avenues. The east college campus, containing seven and one-half acres, lies between Ninth and Eleventh Streets and to the east of Fairbanks Avenue joining the eastern limits of the city of Holland. It is the site of the original home of Dr. Albertus C. Van Raalte, the founder of the city of Holland and Hope College. This portion of the campus was a gift of William B. Eerdmans to Hope College in 1947.

Buildings

HOPE MEMORIAL CHAPEL was dedicated in 1929. A large and imposing Gothic structure, it is one of the beautiful college chapels in the country. It has sixteen stained-glass memorial windows and a four-manual Skinner organ. On the first floor are three rooms used exclusively by student religious organizations, and four classrooms used principally by the Religion and Music departments.

THE SCIENCE BUILDING is a three-story brick building of newest design and construction, erected in 1939. It houses the Biology, Chemistry, Physics, and Art Departments, and the dramatics program.

GRAVES LIBRARY houses the library and the department of modern foreign languages. The Library contains a large pleasant reading and reference room, a periodical room, two stack rooms containing forty-nine thousand bound volumes, and work rooms. The building at one time housed both the Library and the College Chapel, called Winants Chapel.

VAN RAALTE MEMORIAL HALL contains twenty large recitation rooms and a number of faculty offices. The administrative offices of the college occupy the east side of the main floor. Located on the lower floor are the Coffee Shop, Lounge, and College (Blue Key) Book Store.

CARNEGIE GYMNASIUM provides the facilities for the physical education department, and the offices and training and equipment rooms for the intramural and intercollegiate sports program. In addition to the playing floor and locker and shower rooms, there are two handball courts, the Jack Schouten Room for physical education classes and several smaller rooms for corrective exercise, etc. The building was completely remodeled in 1954.

THE MUSIC HALL was opened for use in September 1956. It provides all modern facilities for the Music Department with the exception of pipe organs which are housed in *Memorial Chapel* and *Graves Library*. It has seven teaching studios, fourteen practice rooms, two class rooms, an office, records library, three listening rooms, an auditorium seating 250 persons. The auditorium is used as band and orchestra rehearsal room.

GILMORE COTTAGE, located at 103 East Tenth Street, was purchased by the college in 1947. The first floor has been remodeled for offices for the Dean of Women.

COLLEGE HEALTH CLINIC, 66 East Twelfth Street, contains the offices of the college physician and the college nurse. It also has three infirmary wards, and offers medical care to all Hope students, faculty and employees.

Women's Residence Halls

Women students who are not residing at home are expected to live in the residence halls on the campus. Exceptions to this rule are made only with the approval of the Dean of Women and the President. There are three women's residence halls, each with an apartment suite for the director of the hall. They are under the general supervision of the Dean of Women.

VAN VLECK HALL, the historical first building on Hope's campus, was rebuilt and remodeled in 1942 and given new furnishings in 1951. It houses forty-two students.

ELIZABETH R. VOORHEES HALL, newly decorated and furnished in 1951, provides accommodations for approximately one hundred ten women. The Voorhees dining hall has a capacity of one hundred sixty.

WINIFRED H. DURFEE HALL is the new residence hall completed in the spring of 1950. It accommodates one hundred women and provides facilities for approximately three hundred fifty students in its two dining halls.

The Hope College Women's League is an active organization whose special interest has been the women's residence halls. Founded by a group of women from churches in the Synod of Chicago in 1925, the League has greatly enlarged its organization and made significant contributions to the attractiveness and usefulness of the women's residence halls.

Men's Housing

Hope College provides the following residence for men students living on the Hope campus:

GERRIT JOHN KOLLEN HALL is a new men's dormitory opened for use in September 1956. It accommodates three hundred men students in well appointed study bedrooms, two men to a room. A large lounge and library on the first floor and smaller lounges on each of the upper two floors provide facilities for gracious living. A large recreation center on the basement floor provides ample opportunity for relaxation.

There are also five large residences managed by the five social fraternities on Hope's campus. Each residence houses twenty boys, all upper-classmen. They are under the supervision of the Dean of Men. These houses bear the names of the Fraternities: Arcadian House, Cosmopolitan House, Fraternal House, and Knickerbocker House.

Dining Halls

The college maintains three dining halls, one located in Voorhees Hall, and the other two in Durfee Hall. All dining halls are open to both men and women. Meals are furnished at reasonable cost, under the supervision of a trained director and dietician.

Special Services

Counseling Service

Hope College maintains a pre-college and college counseling program that aims at helping each student to clarify his academic, personal, and vocational interests and problems from the time he considers applying for admission until he enters upon his field of professional service.

Pre-college counseling is in charge of the college Director of Admissions. Prospective students are invited to visit or write his office relative to their college and vocational planning. Whenever desired or deemed essential, personal interviews and aptitude testing are provided to assist the applicant in his academic and vocational decisions.

The college counseling program is under the direction of the Student Personnel Board, comprising the Dean of Men (Chairman), the Dean of the College, the Dean of Women, the Director of Freshman Orientation, the Director of Admissions, and the Director of the Reading Center. This board assigns to each entering student an experienced faculty counselor who assists him in becoming oriented to campus life and in planning his academic program. The counselor confers periodically with the student concerning his academic progress. He is the immediate source of help to whom the student may turn for discussion of his personal, academic and vocational problems.

Initial counseling assignments made at the beginning of the Freshman year generally continue through the end of the Sophomore year. If either the student or the counselor feels that the student's needs will be more effectively met by a change in counseling assignment, request for such change may be made to the chairman of the Personnel Board. At the end of his Sophomore year the student is expected to select a major field of concentration. Upon approval of his application, the student then becomes the advisee of the chairman of the major department. The advisor's responsibilities include those of the underclass counselor and, in addition, he assists the student to focus his college work more definitely on his post-college objectives.

Each student entering the college for the first time is given a battery of general aptitude and achievement tests, which serve as a partial basis for directed counseling. For all students, a complete file of aptitude and vocational tests is maintained in the Testing Office, and may be taken without cost.

To insure the best advice to the student who desires information in some particular profession or field of study, faculty members who have had special interest and knowledge in these fields have

been appointed to serve as vocational advisors. The student should feel free to consult these people on any question pertaining to a special vocational interest. For a list of these advisors, see below, page 107.

For assistance in other special areas, certain individuals or agencies on the campus are available to students, either directly or through referral by the counselor or advisor.

Academic—Mr. Vander Lugt, Dean of the College:

Mr. Hinkamp, Registrar

On campus Employment—Mr. Visscher, Business Manager

Off campus Employment—Mr. Albert Timmer

Financial—Scholarships: Mr. Kleis, Chairman of Committee;

—Loans: Mr. Steffens, College Treasurer

Health—College Physicians: Dr. Moerdyke, Dr. Vander Velde, Dr. Wm.

Winter

Personal—Mr. Hinga, Dean of Students; Miss Reeverts, Dean of Women

Reading—Mrs. Schoon, Director of Reading Center

Religious—Mr. Voogd, Mr. Ponstein, Mr. Hilmert

Teacher Placement—Mr. Vanderborgh

Vocational Placement—Mr. Timmer

Placement Service

Hope College offers vocational placement service to senior students and in a limited degree to alumni.

The Bureau of Teacher Placement is directed by Professor Garrett Vanderborgh, Chairman of the Education Department. This Bureau collects the information and credentials of those desiring the service and makes them available to interested school administrators. Where possible, administrators are invited to the college campus for interviews with the teaching candidates.

The Bureau of Vocational Placement, other than Teacher Placement, is under the supervision of the Director of Admissions. This Bureau serves as a clearing house for information on openings in business, industry, governmental service, and graduate study. It arranges interviews between interested seniors and representatives from these fields. It also makes known to students summer employment opportunities when such information is available.

Health Service

Clinic and infirmary care is offered to every enrolled student and staff member of Hope College in the Student Health Clinic. The Clinic staff consists of the college physicians, Dr. William Moerdyk, Dr. Otto Vander Velde and Dr. William Winter; a full-time Registered nurse who is in charge of the health service; part-time graduate

nurses; and a cook and housekeeper. The physicians' clinic hours are from 8:30 to 11:30 A.M., Monday through Friday, and 11:00 to 12:00 A.M. on Saturday. A nurse is on duty or on call at all times.

Free clinic service consists of an examination by the physician when a student reports for illness, and the administration of ordinary medicines. A small fee is charged for special drugs such as penicillin, etc. Fees for other physicians called in consultation, major surgery, casts, hospitalization or x-rays—all of which are cared for at the Holland City Hospital—must be paid for by the student.

Infirmiry care at \$1.00 per day is provided for all students needing bedside care. Sick students do not remain in the dormitories but are required to enter the infirmiry, which has three pleasant rooms furnished with eight hospital beds and other hospital equipment. Special diets are prepared by the cook, and there is no additional charge for meals to students holding a dormitory meal ticket. Parents are notified by infirmiry authorities whenever a student is considered to be seriously ill or when surgery is advised.

Reading Center

In order to aid students who have special difficulties in reading, a Reading Center has been established under the direction of Mrs. Helen V. Schoon. Any student desiring help in diagnosing his reading problems and in remedial practice may use this service. Counselors and instructors may refer students to the Center for help. Any student wishing to improve his reading skills, even though he has no special difficulty, may also use the facilities of the Center. The Reading Center is located in 24 Graves Hall.

Student Employment Service

See below, page 28, for a description of this service.

College Sponsored Tours

Hope College offers a unique summer program which combines the pleasure of travel and sightseeing in Europe with a period of intensive academic work in Vienna, one of Europe's oldest and most beautiful capitals. Students enrolled in the Hope College Summer School can earn from two to eight hours academic credit in courses which are part of the regular undergraduate program offered by the

college. Credits obtained during the summer may be applied to the A.B. degree at Hope or transferred to other undergraduate institutions.

Courses given in Vienna will mainly be in those fields in which the European location will add to the value of the material covered, that is in Art, German, History, Literature, and Music. The staff of the Hope College Summer School in Vienna will be made up of members of the Hope faculty, the faculty of the University of Vienna and other recognized European or American scholars.

The program of most courses taught in Vienna will include field trips related to the subjects studied. Thus music students will attend concerts or rehearsals of the works discussed in class; those taking German Civilization will be able to examine significant monuments of the past, as well as examples of European architecture and art; drama students will be able to attend plays; those interested in recent European history will have opportunities to gather material from government officials, military leaders, and other participants in the events covered in the course; while students engaged in the language study will profit from the daily necessity of using their newly acquired vocabulary and idioms.

Washington Semester Plan

The Washington Semester Plan enables superior students from a limited number of colleges, including Hope, to study government and politics at the heart of our nation's life in Washington, D.C. The program proceeds under the direction of the American University, and by virtue of an agreement between the two institutions, full credit for the study completed is granted by Hope College. Select students in junior and senior years are eligible for participation in this distinctive program. For further information, consult Professor van Putten.

Hawkinson Memorial Lectures

The Hawkinson Memorial Lectures are designed to bring outstanding speakers on international relations to Hope College and the community of Holland. Inaugurated on November 2, 1954, by the Honorable Mr. Trygve Lie, First Secretary-General of the United Nations, the Lectures are a tribute to the memory of Dr. Ella A. Hawkinson, former Head of the Department of History and Political Science and community leader in promoting international understanding. The Lectures are supported by contributions from individuals and organizations and by ticket-sale.

Student Activities

Religious Organizations

The central religious organizations on the campus are the YOUNG WOMEN'S CHRISTIAN ASSOCIATION and the YOUNG MEN'S CHRISTIAN ASSOCIATION. Meetings of these two organizations are held every Tuesday evening at 7:15 o'clock in the rooms set apart for them on the first floor of the Memorial Chapel. All students are urged to become members of these organizations. The two associations cooperate to direct and administer the program of religious activities of the student body. The highlight of the year is the annual Religious Emphasis Week, sponsored and conducted by the two groups.

In addition to the two Y.'s, there are two other religious groups. ALPHA CHI is an organization of students who are preparing themselves for the Christian ministry. KAPPA DELTA is an organization of young women who are preparing themselves to become full-time leaders in church activities. Meetings of each of these groups are held monthly for discussion and inspiration.

Danforth Chapel Fund

The Danforth Chapel Fund is an endowment of \$25,000 established by the Danforth Foundation in memory of William H. Danforth to promote the spiritual life of Hope College students and faculty. The income is used to defray the expenses of the chapel program and of religious activities related to it.

Honor Societies

BLUE KEY is a national honor fraternity made up of senior men chosen because of their individual academic attainments combined with their participation in student activities. Their purpose as a chapter is to aid the faculty in the furtherance of all worthwhile collegiate activities.

ALCOR SOCIETY is a local honor society composed of senior women who have measured up to certain academic standards and have been outstanding in character, leadership and service. Their purpose is to enrich the social and academic life on the campus.

BETA BETA BETA is a national honor fraternity for outstanding upper class students in the field of Biology. Eta Chapter is located at Hope.

DELTA PHI ALPHA, Gamma Chi Chapter, is a national honorary fraternity in the field of German.

PHI ALPHA THETA, Gamma Omicron Chapter, is a national honor fraternity for students in History. Members are elected on the basis of high scholastic attainment.

PI EPSILON DELTA, or National Collegiate Players, is a national honor fraternity open to upper class students who have given distinguished service in theatre work on the campus.

PI KAPPA DELTA is a national honorary forensics fraternity, to which students who have made signal contributions in forensic activities are eligible. Gamma chapter is located at Hope College.

Departmental Clubs

There are a number of organizations on the campus designed to offer students with similar academic interests the opportunity of meeting together for their mutual help and advancement. Some of these clubs are open to all interested students. This group includes the French, German, Spanish, and Classics Clubs, and the International Relations Club.

Other clubs are designed essentially for upper class students majoring in a particular field or department. This group includes the Chemistry, Elementary Teachers, English, Math-Physics, Philosophy, and Sociology Clubs.

Musical Organizations

Students interested in music find abundant opportunity to gratify their desires through membership on one or more of the musical organizations.

THE CHAPEL CHOIR, a mixed group of seventy voices, sings at morning chapel services and on special occasions. Each spring it makes an extensive concert tour.

The **CHANCEL CHOIR**, open to all interested students, is trained in choral literature and sings on special occasions.

THE WOMEN'S AND MEN'S CHORUSES, composed of the women and men of the Chapel Choir, are trained separately in programs of sacred and secular music and take short trips periodically in the Holland area.

The **HOPE COLLEGE MESSIAH CHORUS**, composed of the above organizations and augmented by other musically interested Hope College students and faculty, presents Handel's oratorio each Christmas season in the Memorial Chapel.

THE HOPE COLLEGE ORCHESTRA, a symphonic organization of about sixty members, presents its own series of concerts with faculty and student soloists. Young People's concerts for children of the Holland area, accompaniment of the "Messiah," and appearances in other Western Michigan communities are included in its activities.

THE HOPE COLLEGE SYMPHONETTE is an orchestra of about twenty members selected by audition from the members of the regular orchestra. The group presents a series of Holland concerts and makes numerous out-of-town appearances. During the 1954-1955 school year, the symphonette made a two-week tour of Canada, New York and New Jersey.

THE HOPE COLLEGE BAND presents several "Pops" concerts for the student body and is active at the various athletic events. Joint concerts with other MIAA bands are a part of the group's activities.

THE HOPE COLLEGE STRING QUARTET is an in-residence faculty ensemble which presents a regular series of chamber music concerts with other music faculty members as guest artists.

Forensics and Dramatics

Speech extra-curricular activities include intercollegiate competition in all of the contests sponsored by the Michigan Intercollegiate Speech League (MISL), such as annual contests in extemporaneous speaking, group discussion, debate, oratory, and the Prose and Poetry Festival in interpretive reading. Local and state contests are also held in the oratorical and extemporaneous speaking events of the Intercollegiate Peace Association. Student representatives attend the provincial and national conventions of Pi Kappa Delta, forensic honorary fraternity.

Dramatic activities center in PALETTE AND MASQUE, a dramatic group which produces both one-act and full-length plays before campus and off-campus groups. A series of three full length plays provides the basis for the annual dramatics program.

Publications

There are two major student publications on Hope's campus. The first is the ANCHOR, the college newspaper, which is published every week by a staff of students. The second is the MILESTONE, the college year book, edited and published by a staff chosen from the Junior class of the college. In addition to these, a STUDENT GUIDE, containing the student roster, is published each fall through the Blue Key; and OPUS, a literary magazine, is published annually.

Social Organizations

A number of social fraternities and sororities, all local, exist on the campus. Each of the women's societies has a separate club room in one of the women's residence halls. Although they have Greek letter titles they are better known as Delphi, Dorian, Sorosis, and Sibylline. All women students desiring to join one of these sororities are given the opportunity in the fall of their sophomore year. All freshmen women are eligible for membership in A.S.A., a Freshman women's sorority.

There are five men's fraternal organizations: Arcadian, Cosmopolitan, Emersonian, Fraternal, and Knickerbocker. Men students are eligible to join these societies in their freshman year. Each fraternity has living quarters and club rooms in a college-owned house on or adjacent to the campus.

A Pan Hellenic Council and an Interfraternity Council are the governing boards of these two groups of societies.

Student Government

A STUDENT COUNCIL of twenty-six members is chosen annually by the students to represent the student body in the total college program. The President and Vice-President are elected at a general spring election. The other members are chosen from the sororities, fraternities, independents, and from the student body at large. Three faculty members serve as advisors for the council. One is elected by the faculty and two are appointed by the President of the Council. The Student Council serves as an executive committee to promote student activities and to assist in forwarding the entire program of the college.

Women's Activity League

The WOMEN'S ACTIVITY LEAGUE, for all women students, has as its function the promotion of co-operation and friendship among the women of the college, the fostering of high standards of conduct, and the furthering of campus interests and activities among the women. It sponsors annually a number of all-girl or all-campus parties and programs, including the May Day celebration.

Athletic Activities

Hope College is a member of the Michigan Intercollegiate Athletic Association, the other members of which are Adrian, Albion, Alma, Calvin, Hillsdale, Kalamazoo and Olivet. The association is

governed by a Board of Directors, to which each college sends one faculty member and one student member as its representatives. Hope College competes in all the intercollegiate sports of this association, namely: football, basketball, track, baseball, golf, tennis, and cross-country. All men are encouraged to participate in these sports. In order to be eligible for intercollegiate competition, students must meet the academic eligibility requirements of the association.

In 1953, the faculty adopted the following statement describing the purposes and policies of the intercollegiate athletic program:

The program of intercollegiate athletics aims not only to teach physical skills but also to make a positive contribution to the whole education of the individual. The program promotes the maintenance of a high degree of physical efficiency, self-discipline, and character development, the stimulation of a wholesome college spirit, and the development of the sensory motor skills which will be beneficial throughout life. In addition, the types of group experiences provided are those which afford opportunities for socially acceptable and personally rewarding behavior.

The intercollegiate athletic program of Hope College is governed by the rules of the Michigan Intercollegiate Athletic Association.

The intercollegiate athletic program is under the direct supervision of the faculty athletic committee. This committee rules on all matters of policy, and reviews and approves all athletic schedules. These schedules are set up in such a way as to incur the least amount of absenteeism from classes. All decisions of this committee are subject to review by the faculty.

The financial control of the athletic program is similar to that in other departments of the college. Athletic funds are handled by the college Treasurer; athletic expenditures and receipts are included in the budget of the college.

Scholarships or grants-in-aid are available on the basis of academic record and financial need only.

The women's intramural sports program is sponsored by the Women's Athletic Association, open to all women students. The governing board consists of elected representatives from each class. Under this program those who wish may take part in volleyball, softball, basketball, badminton, tennis, bowling, ping pong, and other sports. Teams and tournaments are organized and awards are granted on the basis of participation. In addition to this

regular program, those who show unusual interest and ability are given opportunities to represent Hope College in Play Days or athletic meets held several times during the year with other colleges in the vicinity.

An extensive intramural program for men has been organized by the director of men's physical education under the sponsorship of the Interfraternity Council. Teams are organized on a class, dormitory, or society basis. The following sports open to all men students, are included: basketball, bowling, touch-football, table tennis, golf, volley ball, softball, tennis and track. Trophies are awarded for individual sports and an All Sports Trophy to the winning organization.

The Alumni Association

Hope College maintains an Alumni and Publicity office in room 104, Van Raalte Hall. This office acts as a center through which the activities of the many Hope College Clubs in the nation are coordinated. The Alumni Association, which carries a membership of approximately 7,000 alumni and former students, publishes "The Alumni Magazine," issued quarterly, and aims to promote goodwill between the College and her many graduates. The association, through the Alumni Office, sponsors many activities on the campus during Homecoming in October and during Commencement Week in June. Each Hope College Club holds meetings for the membership in its respective area at intervals during the year.

Active clubs are located in Albany, New York City, and Rochester in New York State. The Wisconsin Club includes all alumni and former students in that state. In Michigan clubs are found in Detroit, Grand Rapids, Kalamazoo, Lansing, Midland and Muskegon. Cleveland, Ohio, and Denver, Colorado, have recently organized into active clubs. Chicago has a large organization and the Hope College men of science have formed a National Hope College Science Chapter which meets annually in various sections of the country. One of the most recent organizations to be formed is the Hope College Alumni Varsity 'H' Club.

The Board of Directors of the Alumni Association is composed of a representative from each Hope College Club. The Board meets twice a year: Alumni Day in June, and Homecoming in October. Dr. Harold Dykhuizen of Muskegon is president of the Board.

Student Expenses

Fees

General Semester Fees

Over-all for boarding students (Tuition, room and board*)	\$550.00
Tuition only	225.00
Room only	125.00
Board only*	200.00
Tuition per semester hour above normal load of sixteen semester hours	14.50
Tuition per semester hour for less than minimum load of twelve semester hours	19.00

Special Fees

Matriculation (paid by each student upon admittance to Hope College)	10.00
Organic Chemistry Laboratory	12.00
Laboratory for other science courses	6.00
Applied music:	
Organ — one thirty-minute lesson per week	40.00
Piano, Voice, or Instrument — one thirty-minute private lesson per week	35.00
Class Instruction in Voice, Piano, or Instrument	17.50
Piano Ensemble	2.50
Pre-college Piano — sixteen lessons	30.00
Late registration	5.00
Diploma	10.00

Payment of Fees

All bills are due and payable at the beginning of the semester at the Office of the Treasurer, Van Raalte Hall.

* The college reserves the right to increase the board fees at any time it may find it necessary to do so.

Refund Policy

The following policy for refunding money to students who withdraw from school during the course of the semester will be adhered to:

1. Room deposits are not refundable. No portion of a student's room rental will be refunded if the student leaves after he has registered for the semester.
2. Tuition refunds for students who withdraw during the course of the semester are as follows:

If the student is in attendance from date of registration

Less than two weeks	80% refunded
Between two and three weeks	60% refunded
Between three and four weeks	40% refunded
Between four and five weeks	20% refunded
Five weeks or more	none refunded

3. Board refund. The accounts of students changing boarding plans after registration will be adjusted only on a six weeks basis. A charge of \$65.00 will be made to those boarding six weeks or less; \$130.00 to those boarding between six weeks and twelve; and the full charge to those boarding more than twelve weeks.

Financial Aid for Students

HOPE COLLEGE seeks to provide financial assistance to worthy students in need of such aid through scholarships, grants-in-aid, loans, and part-time employment.

Scholarships

GENERAL SCHOLARSHIPS FOR NEW STUDENTS. Each school year a limited number of Scholarships are granted to women and men who are entering Hope College for the first time. These awards, varying from \$75 to \$300 for one year, are made to applicants who give evidence of superior ability, better than average academic achievement, demonstrated leadership, and financial need. Scholarship application forms are available on request from the Office of Admissions, Hope College, Holland, Michigan, and must be submitted by May 1 to receive consideration for the subsequent school year.

GENERAL SCHOLARSHIPS FOR UPPER-CLASS STUDENTS. For students who have been enrolled at Hope College for at least one school year, scholarship application forms may be secured from Mr. Kleis, the faculty chairman of the Scholarship Committee for upper-class students. Applications must be submitted by May 15 to receive consideration for the next school year. Besides the chairman the committee is composed of the deans, the registrar and the president of the college.

Funded Scholarships

MARY BUSSING SCHOLARSHIPS. A sum of \$50,000.00, a portion of the estate of the late Mary Bussing, has been set aside by the Hope College Board of Trustees for scholarship purposes. The income of this fund provides scholarships for students of ability, leadership, and educational purpose.

ESTELLE BROWNING McLEAN SCHOLARSHIPS. A fund in the amount of \$10,000 was established through the generosity of Mr. C. M. McLean, a former member of the Hope College Board of Trustees, to provide scholarship aid for worthy students.

MARBLE COLLEGIATE SCHOLARSHIPS. Two annual scholarships of \$300 each are presented by the Men's League of Marble Collegiate Church of New York City. These scholarships are awarded to students selected with particular reference to ability and dedication to a life purpose consistent with the Christian goals of the Reformed Church in America.

JOHN H. RUMPH SCHOLARSHIP. A scholarship fund of \$10,000 to provide a scholarship for any senior student in need of funds to

complete his or her education was established by Mrs. Maude C. Rumph in memory of her husband John H. Rumph.

THE WILLIAM F. PETERS SCHOLARSHIPS. Two scholarships of \$100 each are offered in memory of William F. Peters. One is awarded to a member of the Junior Class, and one to a Senior. The award is made by the faculty on the basis of scholarship and financial need.

BOARD OF DOMESTIC MISSIONS SCHOLARSHIPS. Four scholarships of \$200 each are made available by the Board of Domestic Missions of the Reformed Church in America to women who qualify academically and who are preparing for specific Christian service.

BOARD OF EDUCATION SCHOLARSHIPS. The Board of Education of the Reformed Church in America assists needy college students who meet certain academic requirements and who are preparing for the Christian ministry. Students interested can secure information by writing to the Board of Education, RCA, 156 Fifth Avenue, New York 10, New York, or to the college.

BOARD OF BENEVOLENCE SCHOLARSHIPS. The Board of Benevolence, Reformed Church in America, was organized to assist young men and young women in preparation for definite Christian work in the Reformed Church in America. Young men can receive aid during the first year in college; young women may receive aid during their college course. Students interested should write for the necessary blanks to the Secretary of the Board of Benevolence, in care of Hope College, Holland, Michigan.

JOHN L. HOLLANDER SCHOLARSHIPS. A scholarship fund of \$10,000 to provide scholarship aid for worthy students of good character who sincerely desire higher education in the fields of law, economics, music or education was established by Mrs. Hollander in memory of her husband, Judge John L. Hollander.

KATHRYN VAN GROUW SCHOLARSHIP. A scholarship fund of \$500 to provide a scholarship for a worthy, needy student who is committed to full time Christian service was established by Miss Kathryn Van Grouw.

C. ALLEN HARLAN SCHOLARSHIPS. A number of scholarships are granted annually by The Harlan Electric Company to students who earnestly desire and deserve a college education.

Music Scholarships

MR. AND MRS. JOHN ARENDSHORST FRESHMAN MUSIC SCHOLARSHIPS. One scholarship is awarded each year by Mr. and Mrs. John Arendshorst to entering freshmen in each of the applied music fields of Piano, Voice, Instrument, and Organ. Scholarships consist of one lesson per week throughout the year, and are awarded on the basis of an audition held the first Saturday of the preceding May, either in person or by means of a recording. Additional information can be secured by writing to the head of the music department.

GRACE MARGUERITE BROWNING SCHOLARSHIP IN VOICE. This scholarship is awarded each year to the junior or senior music major who, in the opinion of the Music Faculty, has proved himself worthy of such a scholarship, under the following conditions:

- (a) He has been in residence at Hope College for two years.
- (b) He maintains a good general academic record during the year the scholarship is granted and does superior work in his applied music field. Failure to do so means immediate termination of the scholarship.

The scholarship is for one lesson per week throughout the year of two lessons per week for one semester. A student may receive the scholarship for one year only.

CLARYCE ROZEBOOM MEMORIAL SCHOLARSHIP IN ORGAN. This scholarship is awarded to a member of the junior or senior class on the same basis as the Browning Scholarship in Voice.

SCHOLARSHIP IN PIANO. This award is made to a member of the junior or senior class on the same basis as the Browning Scholarship in Voice.

SCHOLARSHIP IN INSTRUMENTS. This award is made to a member of the junior or senior class on the same basis as the Browning Scholarship in Voice.

Chemistry Scholarships

A number of scholarships are available each year to students who will make chemistry their profession. The awards are made on the basis of financial need and scholarship records. A "B" or better average is required for eligibility. Interested students should consult the chairman of the Chemistry Department for further information and scholarship blanks.

STANDARD OIL OF INDIANA SCHOLARSHIP. A \$500 grant awarded to a junior student for his senior year.

DOW CHEMICAL SCHOLARSHIPS. Three \$500 grants, one for a sophomore and one for a junior and one for a senior to be used in their subsequent college year, and several lesser grants totaling \$500 for chemistry majors.

DUPONT SCHOLARSHIPS. Awards totaling \$1000 are available for students majoring in chemistry.

JOHNSON FOUNDATION SCHOLARSHIP. A \$500 grant awarded to a student majoring in chemistry.

Grants In Aid

In addition to scholarships, certain funds have been established to aid students who do not meet the scholastic requirements for a scholarship but who for other reasons have been considered worthy of financial assistance. Application for such grants-in-aid must be made to the Chairman of the Scholarship Committee in the same manner and under the same limitations as the applications for scholarships.

Loans

Loans are presently available to qualified students from three sources:

1. The Hope College Loan Service at the First National Bank of Holland makes short term loans to worthy students. Written applications for a loan must be made at the bank at least one month before the close of the semester in which the loan is to be used. At least one-fourth of the amount borrowed in any school year shall be repaid during the following summer. The interest rate is 6%.

2. The Picket and Hatcher Education Fund grants loans to students who are accepted by the Board of Trustees of the Fund. Loans will bear interest at the rate of 2% per annum during the time the student remains in college. Four months after leaving college the rate changes to 4% per annum. Information and application forms may be secured at the office of the Treasurer of Hope College.

3. The Henry Strong Educational Foundation provides funds to undergraduate Juniors or Seniors and to Sophomores in the upper one-third of their class. Interest at the rate of 3% begins to accrue at graduation and re-payment is at a specified rate covering a period of four years after graduation. Application for a loan should be made to the College Treasurer.

4. The Karol Fairchild Loan Fund, established in memory of Karol Fairchild, is available to students not majoring in music for private lessons in applied music.

Employment

Limited opportunities for part-time employment on campus and in the community exist for students who need to be partially self-supporting while at college. A Faculty Committee on Employment seeks to locate and assign part-time jobs to students most in need of self-help but cannot guarantee job assignments to all students applying. Campus employment is assigned in the spring and summer preceding the opening of each school year. Off-campus work is arranged with the employer after the students have completed registration for classes.

Students needing employment for a particular school year should file applications on the available Student Employment Application Forms. Returning students can obtain these at the College Business Office. New students should submit inquiries to the Director of Admissions.

The Faculty Committee on Employment recommends that a student whose academic record falls below a C average in a given semester should refrain from part-time employment until his academic record is re-established. If he must carry a considerable work program along with his studies, he is advised to reduce his academic load. New students are urged to adapt themselves academically to college study and campus life before attempting part-time employment.

Honors and Awards

Graduation Honors

Graduation honors will be conferred according to the following regulations:

The degree of Bachelor of Arts, Summa Cum Laude, will be conferred upon such as have met all the requirements and attained an average grade of 3.87 quality points.

The degree of Bachelor of Arts, Magna Cum Laude, will be conferred upon such as have met all the requirements and attained an average grade of 3.6 quality points.

The degree of Bachelor of Arts, Cum Laude, will be conferred upon such as have met all the requirements and have attained an average grade of 3.3 quality points.

In no case will an honor degree be awarded to any student who has not taken at least two years of his course in residence at the institution.

Senior Honors

The faculty of Hope College each May select a group of Seniors, not exceeding ten per cent of the graduation class, who in their opinion have given the greatest promise, through their academic achievement and campus service, of achieving signal success in their chosen professions. These Seniors are recognized at a special honors assembly held in May.

Special Awards

SOUTHLAND AWARD, a gold medal, to the young woman of the Senior class who, in the judgment of a designated committee of the faculty, has maintained the highest standard of all-around scholarship, character, and usefulness during the four years of her college course.

ALMON T. GODFREY PRIZE IN CHEMISTRY, a cash award, to the Senior student chosen the outstanding student in Chemistry.

PATTERSON MEMORIAL PRIZE IN BIOLOGY, a cash award, to a superior student with a major interest in Biology, whom the Hope College faculty deems most worthy.

DOUWE B. YNTEMA PRIZE, a cash award, to the senior student who has been chosen the outstanding student in Physics.

DR. OTTO VANDER VELDE ALL CAMPUS AWARD, a gold medal, to the senior man chosen for his outstanding contribution to the college in athletics, scholarship and participation in student activities.

PIETENPOL PRIZE, a cash award, to the senior student who gives promise of greatest success in the Christian ministry.

POST JEWELRY MUSIC AWARDS, gold keys, to senior members of the Chapel Choir who have been active members for at least three years and have done outstanding service.

A. A. RAVEN PRIZES IN ORATORY, cash awards, for the two best orations on a subject of patriotic nature delivered by male students of Hope College.

ADELAIDE PRIZE IN ORATORY, a cash award, to the winner of an oratorical contest open to all women students on the campus.

DR. J. ACKERMAN COLES DEBATING PRIZES, gold keys given to upper-class debaters who have achieved special distinction in Pi Kappa Delta.

ADELAIDE MISSIONS MEDAL, to a member of the senior class of Hope College who goes directly from the college into a foreign field under permanent appointment by the Board of Foreign Missions of the Reformed Church in America.

SENIOR BIBLICAL PRIZES, cash awards, to two students of the senior class who submit the best essays on some subject connected with the senior course in Philosophy of the Christian Religion.

JUNIOR BIBLICAL PRIZES, cash awards, to two students of the junior class who submit the best essays on a Biblical subject assigned by the professor in charge of the department.

SOPHOMORE BIBLICAL PRIZES, cash awards, to the two students of the sophomore class who submit the best essays on the Biblical subject assigned by the professor in charge of the department.

FRESHMAN BIBLICAL PRIZES, cash awards, to the two students of the freshman class who submit the best essays on a Biblical subject assigned by the professor in charge of the department.

SLOAN MISSION PRIZE, a cash award, to the college student who writes one of the two best essays on foreign missions.

STEGEMAN MISSION PRIZE, a cash award, to the college student who writes one of the two best essays on foreign missions.

BOARD OF EDUCATION PRIZE, a cash award, to the member of the junior or senior class writing the best essay on the general topic of Christian Education.

GEORGE BIRKHOFF, JR. PRIZE, a cash award, to the student submitting the best essay in the field of American and English literature.

WILLIAM B. EERDMANS POETRY PRIZE, a cash award, for the best creative writing done in poetry during the current year.

WILLIAM B. EERDMANS PROSE PRIZE, a cash award, for the best creative writing done in prose for the current year.

THE EGBERT WINTER EDUCATION AWARDS, cash prizes, to the young man and the young woman in the Junior class who give promise of making the most significant contributions in the field of teaching.

RAY DE YOUNG HISTORY PRIZE, a cash award, to the senior student whose interest, achievement, and promise in history, as indicated by his academic record and a significant piece of historical research, most merit the award.

PHI ALPHA THETA HISTORY PRIZES, cash awards, to the freshman student and the sophomore student showing most promise in the field of history.

MICHIGAN COLLEGE FELLOWSHIP. The University of Michigan has established fellowships which are awarded annually to a selected number of colleges in Michigan. The faculty of Hope College nominates an outstanding member of the graduating class to be the recipient of this fellowship award for graduate study at the University of Michigan.

MICHIGAN COLLEGE SCHOLARSHIP. Hope College annually nominates an outstanding member of the graduating class to be the recipient of this scholarship award for graduate study in the School of Business Administration at the University of Michigan.

UNIVERSITY OF CHICAGO LAW SCHOLARSHIP. The Hope College faculty annually nominates an outstanding member of the graduating class to be the recipient of this scholarship award for study of law at the University of Chicago Law School.

Bible Essay Titles

Freshman Biblical Prize — "The Jewish Concept of the Messianic Kingdom."

Sophomore Biblical Prize — "The Jewish Nation and Persecution of the Early Church."

Junior Biblical Prize — "The Impact of Jeremiah in Hebrew History."

Senior Biblical Prize — "Relation of Ethics to Doctrine in the Christian Faith."

Foreign Missions Prize — "The Development of the Christian Church in Korea."

Birkhoff English Prize — "The Treatment of Nature in any of the Major English Poets."

Part Two

THE ACADEMIC
PROGRAM

Admission

Procedure for College Admission

Persons interested in attending Hope College are encouraged to write to the Director of Admissions for information about educational planning and college entrance. Applicants are advised to submit their admission applications as early as possible after the completion of the Junior year in high school, thus enabling the offices of the college to offer beneficial guidance on matters of pre-college planning to each applicant during his concluding year in high school.

Persons accepted for admission to Hope College may begin their studies either the first or second semester of any given school year. The college Committee on Admissions determines an applicant's eligibility to Hope College in terms of the following factors: scope and quality of academic preparation, character, leadership qualities, interests, and educational goal.

Each candidate for admission is directed to become fully acquainted with the "Aims and Objectives" and the "Regulations" of the college with a view to their acceptance. Furthermore, he assumes the responsibility of submitting the following items to the Director of Admissions for prompt action on his admission application:

The admission form fully completed by applicant. This form is obtainable from the college Director of Admissions.

An official transcript of the high school academic record. The office of the high school principal will forward this at the applicant's request.

A letter of character reference from applicant's church pastor, high school counselor, or other authoritative person.

The medical report form completed by the family physician. This form is mailed to applicant at an appropriate time.

The \$10 admission fee to accompany the completed admission form. This fee is non-refundable except to those whose applications are not approved.

Since a number of candidates for admission to Hope College desire or plan to take the College Entrance Examination Board tests, the college Office of Admissions lends encouragement to these persons to do so and suggests that the test results be forwarded to said office to serve as supplemental admission credentials and for scholarship consideration.

Admission By Certificate

The college will consider for admission to the Freshman Class:

1. Graduates of accredited secondary schools (four-year high schools, three-year senior high schools, and academies):

- a. Who rank academically in the upper half of their class.
- b. Who present a minimum of 15 units of secondary school studies, a unit representing one year's work in a given subject. Graduates of three-year senior high schools should include the units earned in the last year in the junior high school in totaling the 15 or more units. It is recommended that at least 10 of the required minimum of 15 units be completed in the following fields distributed as follows:

English.....	3 or preferably 4 units
History and Social Studies	} a minimum
Science (Physics, Chemistry, Biology)	
Mathematics (exclusive of General Mathematics)	
Languages (Latin, French, Spanish, German)	
	} of 7 units
	} from 3 of
	} these fields

2. Graduates of high school approved under the Michigan College Agreement:
 - a. Who are officially recommended for college study by the principal of the high school.
 - b. Who rank in the upper half of their graduating class.
 - c. Whose high school courses are sufficient in scope to satisfy the requirements for the college curriculum they wish to elect.
3. Graduates of secondary schools other than those designated above, provided they, too, rank in the upper half of their high school class and can present 15 or more units as described in 1b. Such applicants may be admitted on satisfactory recommendations from the Administration of their respective schools and/or by scholastic aptitude tests.

Admission by Examination

Persons 21 years or older, not graduates of high school, may be considered for trial admission if through interviews, references, and examinations they indicate ability to do college level studies. If they achieve a satisfactory academic record during the trial period, they will be granted full college status.

Admission of Veterans

Hope College is approved for veterans who qualify for education under the privileges provided by the G.I. Bill of Rights (Public Law 346 and Public Law 16) and by the Korean G.I. Bill (Public Law 550 and Public Law 894). Veterans will be accepted for admission either by certificate or by examination and interview.

Admission with Advanced Standing

Students who have completed academic courses at other institutions of recognized collegiate rank and of accredited status may be admitted to Hope College with advanced standing. Such applicants must present to the Office of Admissions a transcript of work completed on the college level, a statement of honorable dismissal, and a letter of character reference.

Hope College reserves the right to accept only such courses of advanced standing as comply with the requirements established for graduation. Not more than sixty-four semester credit hours will be allowed for junior college work.

Students of advanced standing from non-accredited colleges may be granted tentative admission on the basis of the nature of academic work completed, statement of honorable dismissal, letter of reference and/or examination.

General Academic Regulations

System of Grading

Each student receives a grade in his courses at the middle of the semester and at the close of the semester. The mid-semester grades do not appear on a student's transcript; they are designed to give the student an indication of his progress.

The system of grades is as follows:

Grade	Significance	Quality Points
A	Superior	4 per sem. hr.
B	Good	3 per sem. hr.
C	Average	2 per sem. hr.
D	Weak but passing	1 per sem. hr.
F	Failure	0
I	Incomplete	
W	Withdrawal	

Quality points, the numerical equivalent of the letter grade, are used to determine the student's rank in class, academic honors, and academic warning. By way of example, a student receiving an A, B, C, D, or F in a three-semester-hour course earns 12, 9, 6, 3, or 0 quality points respectively. The number of earned quality points divided by the number of semester hours of courses attempted establishes the quality point average of a student. A quality point average of 2.00 or better in 126 hours of course work is necessary to meet grade requirements for graduation.

Incompletes, Failures, and Withdrawals

An incomplete (I) is given only when circumstances do not justify giving a specific grade. It must be removed within the first nine weeks of the semester following the one in which the incomplete was received. If not removed within this time, the incomplete becomes a failure (F).

A failure (F) cannot be removed from a student's record. However, if a course is repeated, the second grade is recorded as the final grade for the course. If the course is required for graduation or for a major, it should be repeated the next time it is offered. If not required, it may be repeated only with the approval of the counselor and the college dean.

A withdrawal (W) is given only when a student withdrawing from college before the end of a semester is doing passing work in the course. Otherwise a grade of failure is recorded. For students desiring to withdraw from a course while remaining in college, see page 39 for regulations governing dropping a course.

Academic Standing

Students entering college with the intention of working toward a bachelor's degree should study carefully the requirements for graduation, especially the qualitative standards, or minimum honor point average. (See page 40). The minimum of 2.0 or "C average" required for graduation means that a student who has a cumulative average at the end of his freshman year of less than 1.6; at the end of his sophomore year of less than 1.8; and at the end of the junior year of less than 1.95 is not progressing in his academic work sufficiently to indicate successful completion of the degree requirements.

Students who fall below these cumulative averages or who fall significantly below a C average for any particular semester are sent a letter of academic warning and are asked to see their counselors for further academic advisement. Their parents are also informed of their status. A student continuing under academic warning for two or more semesters may be requested to withdraw from college if, in the judgment of the counselor and deans, such action is felt to be the best for the student.

Withdrawal from College

In order to assure himself of an honorable dismissal from college at any time prior to his graduation, a student who wishes to withdraw must obtain a Withdrawal card from the Registrar. This card must be signed by the Treasurer and the Dean of the College.

Change of Courses

Students are urged to study the course offerings carefully before registration so that their course program for a given semester need not be changed. The following limitations are placed on changing of courses:

ADDING OF COURSES: No student may enter a new course after the end of the second week of the semester.

DROPPING OF COURSES: No student is permitted to drop a course without failure except with the approval of the instructor and counselor, and then only within the first six weeks of the semester. A Freshman, however, will have until the mid-semester grades of his first semester in attendance have been reported. Courses dropped after the time limit will be recorded as failures. Under unusual circumstances appeal may be made to the Administrative Committee, through the Dean of the College.

Student Load

The normal student load is sixteen hours per semester. Permission to take more than a normal load is based upon the student's previous academic record. Seventeen hours may be granted by the counselor. Application for more than seventeen hours must be made to the Administrative Committee. Under no circumstance will a student be permitted to take more than nineteen semester hours. Students carrying a work program along with their studies are advised to reduce their academic load. Students carrying more than a normal load must pay a fee of \$14.50 for each semester hour in excess of sixteen. Regularly enrolled students must carry a minimum of twelve semester hours of course work each semester. Veteran students under the Korean G.I. Bill must carry a minimum of fourteen semester hours to be considered a full-time student and to receive the maximum benefits.

Classification

To be eligible for classification as a sophomore, a student must have to his credit twenty-four semester hours.

To be eligible for classification as a junior, a student must have fifty-eight semester hours.

To be eligible for classification as a senior, a student must have ninety-four semester hours.

Class Attendance

Class attendance is regarded as an essential part of the educational process at Hope College. The student is expected to benefit by classroom discussions as well as by his daily text assignments. In the class room he gives his reactions and listens to the reactions of his fellow students. In such an educative process, a student misses an irreplaceable something when he misses class.

In accordance with these principles, all absences have an adverse effect upon the teacher's estimate of the student's progress in the course unless made up to the satisfaction of the instructor. The student is to consider himself directly responsible to the instructor for his absences. It is his responsibility to present an excuse to and to request make-up privileges from his instructor.

Classwork missed while students are away on faculty-approved business or because of illness should be made up to the satisfaction of the instructor. Although make-up work will not in all cases remove the full adverse effect of the absence, a faculty member will

cooperate with the student in his attempt to make up his loss when such absence is necessary. The degree of effect upon grades will vary with the nature and the amount of the work missed and must be measured according to the instructor's best judgment. In case of excessive absences, the instructor may refuse all credit for the course.

Students will report all absences incurred while on college approved business or because of illness or unavoidable emergency by filling out the form in the Dean's Office within three days after returning to school.

Extension and Correspondence Work

Full time day students may be enrolled in extension courses and evening courses for credit at Hope College only if they get approval in advance from the Dean of the College.

No work taken by correspondence will be accepted by Hope College toward graduation.

Transcript of Record

A student who is graduated or granted an honorable dismissal from college is entitled to one certified transcript of his record. A fee of \$1.00 is charged for each additional copy.

The Degree Program

The curricular program is based on the concept of four academic years of college work leading to the Bachelor of Arts degree. Although students enter college from secondary schools with a wide variation in background and education, the first responsibility of the college is to provide for each student a broad base of experience in the various fields of human activity which will enlarge his understanding of the world in which he lives, help him in disciplining his mind, and assist him in acquiring a vital Christian philosophy. The basic courses that are required of every student aim at these objectives and are designed to help him acquire the knowledge, skills and attitudes essential for carrying out the common responsibilities of Christian world citizenship.

The second responsibility of the college is to help prepare each student to take his place, as a contributing member of society, either in a chosen vocation or profession or in a professional or graduate school in which he may continue his specialized training for a career. The requirement of a field of concentration aims at fulfilling this need.

The specific requirements for the degree are listed below.

Semester Hours and Quality Points

A student to be eligible for graduation must pass all college required courses and present one hundred twenty-six (126) credit hours of college work in which he has achieved a quality point average of 2.00. See above, page 38, for explanation of quality points.

Residence

No degree will be conferred upon anyone who has not spent his senior year at Hope College.

Physical Education

Two semester courses in Physical Education are required of each student before graduation. This requirement should be met in the Freshman year.

Course Requirements

The following specific courses are required for graduation:
English 11, 12, 31, 32
Speech 11
Psychology 31
Religion and Bible 71

Group Requirements

In addition to the specific courses mentioned above, each student must select and receive passing grades in:

- I. Eight semester hours of courses from the Departments of Biology, Chemistry, Mathematics, and/or Physics
- II. Six semester hours of courses from the Departments of History, Psychology, Economics, Philosophy, Political Science, and/or Sociology.
- III. A sufficient number of semester hours in one foreign language to fulfill the foreign language requirement.
- IV. Six semester hours of courses from the Department of Bible and Religion (in addition to Religion 71). A Bible proficiency test is given to all new and transfer students. Students demonstrating adequate knowledge of the Bible through this test may elect six hours from any of the courses offered in the Department. The remaining students must elect Bible 11 (Bible Survey). After satisfactorily completing this course, these students may elect four hours from any of the courses offered in the Department. In conformity with the general college regulation (see page 9) students must elect one course in the Department of Bible and Religion during each academic year.

Students are urged to complete these course requirements and group requirements in their Freshman and Sophomore years, with the exception of Religion and Bible.

Foreign Language Requirement

To fulfill the language requirement for graduation, a student must attain a level of proficiency equal to two years of a foreign language on the college level. The foreign languages are French, German, Spanish, Greek and Latin. Specifically, this means that:

- I. A student entering with no foreign language background must take two years (elementary and intermediate) of a foreign language.
- II. A student entering with one or more years of foreign language in preparatory school may choose to study:
 - A. A different foreign language. In this case he will take two years of that language.

- B. The same foreign language he previously studied. In this case he will be given placement tests to determine his level of proficiency, and will be enrolled at the proper level. Completion of the intermediate course signifies completion of the language requirements.*

Field of Concentration

To provide organization and some intensive work in his general training, the student must, at the close of his sophomore year, declare a field of concentration. Normally this will mean that he will choose a department in which to do his major work. However, in order to meet some special cultural or vocational end, a composite major may be substituted. The major may be changed with the consent of the heads of the departments involved and the Director of Counseling.

DEPARTMENTAL MAJOR: A student wishing to be accepted as a candidate for a major in a department must fill out the proper application form, obtainable at the counseling office, and submit it to the chairman of that department by the end of the sophomore year. If he is accepted, the chairman or a designated member of that department becomes his advisor for the remainder of his college work, and with the student works out the academic program. In Part III of this catalog, along with a listing of the course offerings, are found the specific requirements for a major in the various departments. These requirements must be met for graduation. Every student must complete a minimum of 81 semester hours outside his department of concentration.

COMPOSITE MAJORS: A composite major requires the approval, in advance, of the Educational Policies Committee except in the case of composite major programs for which general approval has already been granted. Students planning to follow one of these programs should consult the special advisors listed below by the end of the Sophomore year. Those interested in an individual composite major should consult the Dean of the College. Composite majors must have a concentration of at least 18 hours in one department.^a At present the following composite majors are approved:

1. For students taking the program leading to an elementary teacher's certificate: A minimum of thirty semester hours of recommended courses in one of the following areas:

*Normally, two years of high school foreign language study are comparable to one year of college study. A student who enters a beginning language class after completing one or more years' study of that language in high school will receive only partial college credit for this course toward the B. A. degree.

- a. Fine Arts (Music and Art)
- b. Language (English and Speech, or English and Foreign Language)
- c. Social Studies (History, Political Science, Psychology, and Sociology)
- d. Natural Science (Biology, Health and Physical Education)

Students should study the requirements for Elementary Teacher's Certificate and consult the elementary education advisor by the end of the freshman year. It is possible under this arrangement to satisfy certification as described on pages 125-126. (Advisor: Mr. Ver Beek).

2. For foreign language students: A composite major in foreign languages requires a minimum of nine hours of advanced study (courses above 50) in one language and five hours in another. (Advisors: Mrs. Prins, Mr. Brown, Mr. Wolters, Dr. Ellert).
3. For secondary school teachers:
 - a. Major in general science. Minimum of forty-three hours to be taken in Biology, Chemistry and Physics. A concentration of at least eighteen hours in one department and of ten hours in each of the other two. Biology is recommended for the area of greatest concentration. See page 124 where the curriculum is described more fully. (Advisor: Mr. Thompson.)
 - b. Major in social studies. Either a minimum of forty-four hours distributed around a history core of twenty-six hours, to include six hours of Political Science, six hours of Sociology, and six hours of Economics; or a minimum of forty-five hours to include eighteen hours of History, and the rest in Political Science, Sociology, and Economics. See page 124 where the curriculum is described more fully. (Advisor: Miss Ross.)

Reading Courses

Reading Courses provide opportunity for advanced work by Seniors of outstanding ability. Reading Courses may serve various purposes: to offer a mature student a course not regularly given, to challenge capable students to their highest achievement, or to introduce the student to the methods of graduate school study and research. The work is done under the supervision of, and in

conference with, a member of the selected department. The name of the applicant, together with the plan of the course to be pursued must be recommended by the head of the department in which the work is to be done to the Educational Policies Committee for approval not later than the second Friday after the opening of the semester. A typewritten copy of the paper or thesis presenting the completed study must be submitted to the head of the department, to be filed with the college librarian, before credit is granted. Two hours credit shall be granted for a semester course.

The Evening College

To meet the needs of the community of Holland and the surrounding area in the field of adult education, Hope College has instituted a series of courses to complement, on the collegiate level, the program of adult education sponsored by the Holland Public School. The courses, given both in the fall and spring semesters, are taught by Hope College faculty members and are designed to be the equivalent of the courses taught in the regular day sessions. They may be taken for college credit and will be accepted by Hope College toward the Bachelor of Arts Degree. They may also be audited by adults wishing to enroll for their personal pleasure or self-improvement. Except by special permission, students enrolled in the regular college program are not permitted to enroll in evening college courses.

A separate Evening College Bulletin gives the more complete details of this program. Interested persons are asked to address inquiries to the Director of the Evening College.

Summer School

Hope College offers a program of summer school study to meet the needs of a student group who find summer study both profitable and interesting. The courses are undergraduate credit courses which can be applied to the A.B. at Hope or transferred to other undergraduate colleges or universities. Veterans may apply or full privileges under the G. I. Bill.

Part Three

THE COURSE
OFFERINGS

Description of Courses

Art

Miss De Pree

The courses in art are designed, first, to give students the opportunity to grow in their appreciation of art as a form of creative expression through a study of art masterpieces and through actual practice in the various media of the pictorial arts; and second, to provide the groundwork for those who wish to make art their chosen life work.

17. BASIC ART.

A course designed for the beginning student, it gives him an opportunity to experiment with different media and methods in art expression. Work is done both abstractly and realistically in drawing, painting, and sculpture.

First semester.

Credit, two hours.

18. ART APPRECIATION.

This course aims to develop, through illustrations, slides, and lectures an understanding of the basic principles of design and composition in the visual arts, and to increase the student's acquaintance and appreciation of art.

Second semester.

Credit, two hours.

33, 34. ART HISTORY.

The study of art through the ages, emphasizing its relation to the other forms of culture of its day, and its effect upon the art forms of today. Prerequisite: Art 17 or 18.

Throughout the year.

Credit per semester, two hours.

41. DRAWING.

The fundamentals of drawing, including observation and understanding of the construction of three-dimensional forms and the techniques of transposing these observations to a two-dimensional surface. Prerequisite: Art 17 or permission of instructor.

First semester.

Credit, two hours.

42. PAINTING.

The composition of a picture, including practice in the use of various media such as oils and watercolors. Prerequisite: Art 41 or permission of instructor.

Second semester.

Credit, two hours.

43, 44. SCULPTURE.

This course aims to teach fundamentals of three-dimensional design. A studio course, with construction of pieces of sculpture in various materials. Prerequisite: Art 17.

Throughout the year.

Credit per semester, one hour.

45, 46. JEWELRY.

This course aims to teach fundamentals of three dimensional design and to encourage creativity of design through construction of silver jewelry and stone settings. Prerequisite: Art 17.

Throughout the year.

Credit per semester, one hour.

63, 64. ADVANCED STUDIO.

For students who have completed a year of painting and drawing, or sculpture, or jewelry, and wish to continue their work in any one area.

Throughout the year.

Credit per semester, two hours.

77. PUBLIC SCHOOL ART.

By giving an opportunity to work creatively, the course in Public School Art attempts to give the future teacher first, a sensitivity and understanding of the basic design qualities found in all visual art forms; and second, an understanding of the media most commonly used by children. A notebook is kept describing the projects worked on, processes, supplies needed, and the various uses for the media, reading assignments, and film synopsis. Prerequisite: Art 17; preferably also Art 18. Same as Education 72.

Both semesters.

Credit, two hours.

Biology

*Mr. Thompson, chmn., Mr. Crook, Miss Van Schaack,
Mr. Louch, Mr. Green*

Biology is the science of life. Since the purpose of a college education is preparation for more abundant living, students should acquire sufficient training in Biology, (1) to understand the basic principles of all life, and (2) to apply these to the structure and function of their own bodies.

MAJOR: Students majoring in Biology must take a minimum of twenty-five hours in the department. The course sequences must be approved by the Head of the Department. Those planning to go to graduate school should acquire at least thirty-five hours of Biology, sixteen hours of Chemistry and eight hours of Physics. A reading knowledge of German is generally required for the M.S. degree and both German and French for the Ph.D. degree. One or more years of Latin is also desirable.

For secondary teaching a composite general science major is outlined on page 124. Biology and Physical Education also make a desirable combination. For elementary teachers preferred courses in Biology are: 11, 21, 34, 52, 61. Also see "Composite Majors," page 45.

11. PRINCIPLES OF BIOLOGY.

A course dealing with basic biological principles. Intended for all students as a cultural background and basis for advanced work. Three classroom periods and two two-hour laboratory periods.

Both semesters.

Staff. Credit, four hours.

12. PRINCIPLES OF BIOLOGY.

A continuation of 11 primarily for all science students. The course is a consideration of the structure and functions of animals, particularly man. Laboratory work consists of the study of selected animal types. Two classroom periods and two three-hour laboratory periods.

Second semester.

Staff. Credit, four hours.

21. GENERAL BOTANY.

A survey of the plant kingdom with emphasis on the flora of this region in the laboratory and in the field. Two classroom periods and two three-hour laboratory periods. Prerequisite: Biology 11 or equivalent.

Second semester.

Van Schaack. Credit, four hours.

22. GENERAL BOTANY.

Structure, physiology and ecology of plants with the use of living materials in the laboratory and in the field. Two classroom periods and two three-hour laboratory periods. Prerequisite: Biology 11 or equivalent.

First semester.

Van Schaack. Credit, four hours.

31. GENERAL PARASITOLOGY.

A survey of protozoan, helminthic, and arthropod parasites as causative agents or vectors of disease. Prerequisite: Biology 11 and 12 and consent of instructor. Two classroom periods and one three-hour laboratory period. Alternate years (1958-1959).

First semester.

Crook. Credit, three hours.

32. COMPARATIVE ANATOMY OF VERTEBRATES.

A selected series of vertebrate types is studied. Two classroom periods and two three-hour laboratory periods. Prerequisites: Biology 11, 12.

Second semester.

Louch. Credit, four hours.

34. PHYSIOLOGY AND HYGIENE.

For prospective teachers, nurses, doctor's and dentist's assistants, and all others who desire a general cultural knowledge of the subject. Particular attention is given to the nature, cause, and prevention of common diseases and optimum health maintenance. Not open to pre-medical and pre-dental students. Three classroom periods and one laboratory period. Prerequisite: Biology 11.

Both semesters.

Green. Credit, four hours.

36. CLINICAL LABORATORY METHODS.

Common laboratory procedures in urinalysis, hematology, parasitology, bacteriology and serology, with their physiological bases, will be studied. Two classroom periods and one three-hour laboratory. Prerequisite: Biology 12 or 34. Alternate years (1958-1959).

Second semester.

Crook. Credit, three hours.

38. FIELD BIOLOGY.

An introduction to the common flora and fauna of the Holland region for prospective teachers and other interested students. The course is concerned primarily with the collection and classification of common plants and animals, and the preparation of teaching materials. One classroom period and one two-hour laboratory. Prerequisite: Biology 11.

Second semester.

Thompson, Van Schaack. Credit, two hours.

52. PUBLIC SCHOOL HEALTH.

A practical course in methods, materials, and policies of school health education. Special consideration is given to methods of motivating desirable health conduct at the various grade levels. Recommended for prospective elementary teachers. Prerequisite: Biology 34. Alternate years (1958-1959).

First semester.

Green. Credit, two hours.

53. HISTOLOGY.

Structure of the cell and its modifications into various tissues. Two classroom periods and one laboratory period. Prerequisite: Biology 11, 12 and permission to register.

Second semester.

Thompson. Credit, three hours.

55. VERTEBRATE EMBRYOLOGY.

The lectures deal in a comparative way with the development of vertebrates. The laboratory work deals with the study of embryological specimens of the principal groups of vertebrates. Three classroom periods and two three-hour laboratory periods. Prerequisites: Biology 11, 12.

First semester.

Thompson. Credit, five hours.

61. GENETICS.

A general introductory course dealing with the fundamental principles of heredity and variation and some of their applications to modern problems. Prerequisite: One year college biology. Two classroom periods.

First semester.

Louch. Credit, two hours.

64. ADVANCED PHYSIOLOGY.

This course deals with the structure, functions and conditions necessary for the maintenance of the normal activities of the human body. Three classroom periods and two three-hour laboratory periods. Prerequisites: Chemistry 11, 12 and Biology 11, 12.

Second semester.

Crook. Credit, five hours.

72. GENERAL BACTERIOLOGY.

In this course emphasis is placed on morphology, physiology, and distribution of the common forms of bacteria, and the relation of their activities to everyday life, to disease and to the industries. Two classroom periods and two three-hour laboratory periods. Prerequisites: Biology 11, 12. Alternate years (1957-1959).

First semester.

Crook. Credit, four hours.

74. HISTORY OF BIOLOGY.

A brief course covering the history of biology with emphasis on the significant contributions leading to the development of the various biological sciences including medicine. One classroom period weekly. Designed for biology majors. Offered on demand.

Second semester.

Van Schaak. Credit, one hour.

91. SPECIAL PROBLEMS.

This course is designed to give students majoring in biology a chance to do work in a field in which they have a special interest. By special permission of Head of Department.

Both semesters.

Staff. Credit by arrangement.

TEACHING OF SCIENCE.

See Education 86.

Chemistry

Mr. Van Zyl, chmn.; Mr. Kleinheksel, Mr. Jekel

Chemistry is a study of matter and the changes that matter undergoes. Chemical processes underlie practically all of the sciences. Chemical engineering is applied chemistry. Medicine is, to a great

extent, the study of the chemistry of life processes. The study of the fundamentals of chemistry is also essential for dentistry, nursing, home economics and agriculture.

MAJOR: The minimum requirement for a chemistry major is twenty-six semester hours (exclusive of chemistry 15, 16). However, students planning on specializing in chemistry in graduate schools or who wish to get a position in industrial chemistry should adhere to the schedule listed on page 111 as closely as possible. Students specializing in chemistry should consult with the head of the department regarding requirements in mathematics and physics.

For secondary school teaching a composite general science major is outlined on page 124. Pre-medical students should take at least courses 11, 12, 31, 32, 51 and 52. Courses in physical chemistry are also recommended by some medical schools.

11, 12. GENERAL INORGANIC CHEMISTRY.

Classroom three hours a week; laboratory, six hours a week. The laboratory during the last half of Chemistry 12 will consist of a study of the reactions of the various metals and their salts.

Throughout the year.

Staff. Credit per semester, four hours.

13, 14. GENERAL INORGANIC CHEMISTRY.

For students who have had preparatory chemistry. Prerequisites: one year of high school chemistry and one year of high school physics. Classroom, two hours a week; laboratory, six hours a week. The laboratory during the last half of Chemistry 14 will consist of a study of the reactions of the various metals and their salts.

Throughout the year.

Staff. Credit per semester, four hours.

15, 16. PRACTICAL SURVEY OF CHEMISTRY.

This course, designed for non-science majors, aims at developing an understanding of the fundamental principles of chemistry, with numerous illustrations of the application of these principles and theories to every-day phenomena. Not open to science majors or students planning on medicine or dentistry. Classroom, three hours a week, laboratory three hours.

Throughout the year.

Staff. Credit per semester, four hours.

31. QUALITATIVE ANALYSIS.

Classroom, two hours; laboratory, six hours. This course includes a discussion of the principles of analysis, having special regard to the theory of electrolytic dissociation and the law of mass action; basic and acid analysis of simple substances, and systematic analysis of unknown compounds, complex mixtures, and alloys.

First semester.

Staff. Credit, four hours.

32. QUANTITATIVE ANALYSIS. (Introductory Course)

Classroom, two hours a week; laboratory, six hours a week. Prerequisites: Courses 11, 12, and 31. This course includes (a) Gravimetric Analysis, a study of the chemical balance in gravimetric methods of analysis, reactions, and theories of analytical chemistry; (b) Volumetric analysis, the calibration of burettes and pipettes; volumetric determination by precipitation, by neutralization, by oxidation and reduction; and the exact preparation and use of standard solutions.

Second semester.

Staff. Credit, four hours.

51, 52. ORGANIC CHEMISTRY.

Classroom, three hours a week; laboratory, six hours a week. This course includes a study of saturated and unsaturated aliphatic compounds, and the aromatic series compounds. The laboratory deals with synthetic preparations and includes some organic qualitative analysis. Prerequisite: Chemistry 31 or 32, preferably both.

Throughout the year.

Van Zyl. Credit per semester, five hours.

61. QUANTITATIVE ANALYSIS.

Classroom, one hour a week; laboratory, eight hours a week. This course includes the analysis of limestone, brass, steel, iron, nickel, manganese, and antimony ores, etc.

First semester.

Kleinheksel. Credit, three hours.

62. ORGANIC CHEMISTRY AND ULTIMATE ANALYSIS.

Lecture, reading and laboratory. Must be preceded by courses 11, 12, 31, 32 and 51.

Second semester.

Kleinheksel. Credit, three hours.

71, 72. ELEMENTARY THEORETICAL AND PHYSICAL CHEMISTRY.

Lecture and recitation. Chemistry 71 may be elected by premedical students with or without laboratory course Chemistry 73. A knowledge of Calculus is required for Chemistry 72.

Throughout the year.

Van Zyl. Credit per semester, three hours.

73, 74. PHYSICAL CHEMICAL MEASUREMENTS.

Preceded or accompanied by Chemistry 71 and 72.

Throughout the year

Credit per semester, one or two hours

75. HISTORY OF CHEMISTRY.

Lecture and recitation. Recommended for all students majoring in chemistry. Must be preceded or accompanied by course 51.

First semester.

Kleinheksel. Credit, one hour.

76. CHEMISTRY OF THE RARER ELEMENTS.

Lecture and literature research. Recommended for all students majoring in chemistry. Must be preceded or accompanied by course 52.

Second semester.

Kleinheksel. Credit, one hour.

81. ADVANCED ORGANIC CHEMISTRY.

Lecture and literature research. Advanced organic reactions and laboratory preparations. Laboratory four to eight hours.

Van Zyl. Credit, two or three hours.

91. SPECIAL PROBLEMS.

This course is designed to give students majoring in chemistry a chance to do work in a field in which they have special interest. By special permission of Head of Department.

Both semesters.

Staff. Credit, by arrangement.

ASSISTING IN CHEMISTRY LABORATORY.

Upon the recommendation of the head of the department, a limited number of students who have done meritorious work are permitted to serve as laboratory assistants during their Junior or Senior year. A grade will be recorded on the transcript but no credit or honor points will be given toward graduation.

TEACHING OF SCIENCE.

See Education 86.

Classical Languages

The foreign language requirement for graduation may be met by the study of either Latin or Greek. For a complete statement of the foreign language requirement for graduation, consult page 43 of this catalog. For those planning to enter a theological seminary, Greek is usually required, and Latin is recommended.

For convenience in using the catalog, the course offerings are listed under the departmental titles, which are arranged alphabetically.

Economics and Business Administration

*Mr. Yntema, chmn.; Mr. Drew, Mr. Klaasen, Mr. Van Dahm,
Mr. Van Ingen*

Courses in the combined Department of Economics and Business Administration are allocated below under the two respective fields. Students may qualify for a major in either economics or business administration separately, but not in economics and business administration combined. Students majoring in other departments and wishing a one-semester course in general economics are referred to Economics 34, below.

MAJOR: The program for a major in economics requires a minimum of thirty semester hours in economics; hours earned in the accounting courses, Business Administration 31 and 32, may be counted toward this total, as also hours earned in Mathematics 35, Introductory Statistics. For a major in business administration, a minimum of twenty-six hours in business administration is required and, in addition, a minimum of eighteen semester hours from courses in economics that are prerequisite or supplemental to the course offerings in business administration. Hours earned in Mathematics 35 may be included in the eighteen hour total. In majoring in either field, the student must take Principles of Accounting (six semester hours) and Economic Statistics (two semester hours) preceded by Mathematics 35 or their equivalents among his course elections. The program of study for a major in either of the two fields must meet with the approval of department advisors. See page 110 for suggested curricula.

A — Economics

31,32. PRINCIPLES OF ECONOMICS.

A general introduction to economic principles, concepts, and problems covering two semesters of study. Prerequisites: For 31, Sophomore standing, and for 32, completion of 31 or consent of instructor.

Throughout the year.

Yntema. Credit per semester, three hours.

34. GENERAL ECONOMICS.

Study of basic economic processes in their current American setting: intended to give students majoring in other departments a summary of essential concepts, principles, and traditions most relevant to understanding modern economic life. Not to be counted towards a major in Economics or Business Administration except that in special cases with department permission and with special outside study, this course may take the place of Economics 31. Prerequisite: Sophomore standing.

Second semester.

Van Dahm. Credit, three hours.

51. MONEY AND BANKING.

Survey of the country's monetary and banking system including study of money and prices, commercial banks and the Federal Reserve System, monetary standards, and credit control. Prerequisites: Economics 31, 32.

First semester.

Van Dahm. Credit, three hours.

52. LABOR ECONOMICS.

An introductory survey of labor economics: basic economic problems of American laborers; history, aims, and problems of labor organizations; employer attitudes and practices; and the role of government. Prerequisites: Economics 31, 32.

Second semester.

Van Dahm. Credit, three hours.

62. ECONOMIC STATISTICS.

Continuation of introductory study of statistics begun in Mathematics 35 and pointed towards application in economics and business: index numbers, time series, correlation, sampling, and inference. Prerequisites: Economics 31, 32 and Mathematics 35.

Second semester.

Yntema. Credit, two hours.

71. ECONOMIC ANALYSIS.

An account of economic analysis for students at the intermediate level dealing with income theory, price determination, distribution, and comparative economic systems. Prerequisites: Economics 31, 32.

First semester.

Van Dahm. Credit, three hours.

72. BUSINESS CYCLES.

A study of the nature and causes of business cycles with emphasis on alternative explanations and analysis of proposed methods of control. Prerequisite: Economics 62 or consent of instructor. Alternate years, 1957-1958.

Second semester.

Yntema. Credit, three hours.

74. INTERNATIONAL TRADE.

A survey of the field of international trade, with special attention given to fundamental theory and present policy and practice. Prerequisites: Economics 31, 32. Alternate years, 1956-1957.

Second semester.

Yntema. Credit, three hours.

76. PUBLIC FINANCE.

An introduction to principles, practices and problems of public finance—federal, state and local—covering revenues and expenditures, taxation theory and practice, public debts, and budgeting. Prerequisites: Economics 31, 32, or consent of instructor for seniors recommended by other departments.

First semester.

Yntema. Credit, three hours.

91. SEMINAR IN ECONOMIC PROBLEMS.

Study of important current economic problems adapted to special interests of the student and stressing sound analysis and constructiveness of conclusions. Prerequisite: Economics 71, or consent of instructor.

First semester.

Yntema. Credit, two hours.

B — Business Administration

31, 32. PRINCIPLES OF ACCOUNTING.

A comprehensive introduction to accounting methods and applications covering two semesters of study. Two hours of lecture and discussion and one two-hour laboratory per week. Prerequisites: For 31, Sophomore standing and for 32, satisfactory completion of 31.

Throughout the year.

Van Ingen. Credit per semester, three hours.

53. PRODUCTION MANAGEMENT.

Study of principles and problems of business organization and management using both case and text material. Major emphasis is given to organizational structure and production management, including purchasing, inventory control, material handling, quality control, routing, scheduling, and methods analysis. Prerequisites: Economics 31 and 32, or consent of instructor.

First semester.

Van Ingen. Credit, three hours.

54. BUSINESS LAW.

A survey of business law, stressing contracts and including an introduction to sales, agency, negotiable instruments, and partnerships and corporations. Prerequisite: Economics 31, 32.

Second semester.

Van Ingen. Credit, three hours.

56. INVESTMENT FUNDAMENTALS.

Analysis and appraisal of investment alternatives as found in real estate, bonds, and preferred and common stocks with emphasis on arrangements and programs meeting the needs of individual investors. Prerequisites: Economics 31 and 32 and Business Administration 31 and 32, or consent of instructor.

Second semester.

Van Ingen. Credit, three hours.

61. MARKETING PRINCIPLES.

Study of the distributive process and marketing problems, covering functions, institutions, methods, commodity marketing, merchandising, and prices and competition. Prerequisites: Economics 31, 32.

First semester.

Klaasen. Credit, three hours.

62. MARKETING PROBLEMS.

Attention is turned to representative problems in this field and to policies and techniques best suited to their solution. Prerequisite: Business Administration 61, or consent of instructor.

Second semester.

Klaasen. Credit, three hours.

65. COST ACCOUNTING PRINCIPLES.

An introduction to the subject matter of cost accounting with particular attention given the objectives and methods of allocating costs. In familiarizing the student with the forms necessary to cost accounting, this course stresses managerial use of computations and bookkeeping procedure. Prerequisites: Business Administration 31, 32, and Economics 31, 32. Alternate years, 1956-1957.

First semester.

Van Ingen. Credit, three hours.

66. INTERMEDIATE ACCOUNTING.

This course provides a continuation of the study of accounting theory and practice at the intermediate level. Chief attention centers on the asset items of the balance sheet, including analysis and evaluation of alternate procedures as well as appraisal of ratios between balance sheet items. Prerequisites: Business Administration 31, 32, and Economics 31, 32. Alternate years, 1957-1958.

First semester.

Van Ingen. Credit, three hours.

72. FINANCE PRINCIPLES.

Study of the principles of financial operations in business with emphasis on the smaller enterprise. Different methods of organizing, raising funds, expanding, and reorganizing are analyzed and compared. Prerequisite: Economics 51 and Business Administration 31, 32.

Second semester.

Van Ingen. Credit, three hours.

73. PERSONNEL ADMINISTRATION.

A study of personnel principles from the standpoint of function, methods, and organization as used in practice by business. Prerequisites: Business Administration 53 and Economics 52, or consent of instructor.

First semester.

Van Ingen. Credit, two hours.

82. INSURANCE.

A survey of insurance principles and their applications to the various branches of the field, with attention also given risk-bearing as such, public supervision, and social insurance. Prerequisites: Economics 31, 32.

Second semester.

Drew. Credit, three hours.

Education

Mr. Vanderborgh, chmn.; Mrs. Schoon, Mr. Ver Beek

The courses offered in this department are intended to prepare teachers for elementary and secondary schools. Arrangements have been made with the public schools of the city of Holland for student teaching, which is required of all candidates for teacher certification.

A "C" average is required of all candidates for a teacher certificate.

Special efforts are put forth by the placement office to secure positions for graduates who have proven aptitude for teaching, but the college does not guarantee to place students in positions. The right is reserved to withdraw students from student teaching for

cause at any time, and also to withhold recommendations for positions.

A student cannot secure a major in the department of education. However, in order to qualify for an elementary or secondary certificate, the student should consult the chairman of the college Department of Education, so that he will have the requisite number of hours and the required courses in Education for the state in which he plans to teach.

Under the suggested curricula for Teaching, pages 123-126 is outlined a summary of the college requirements for those planning a teaching program. Students should consult this section as soon as they decide to enter the field of teaching.

Only juniors and seniors may take education courses.

36. CHILD DEVELOPMENT.

Same as Psychology 36.

51. HISTORY AND PHILOSOPHY OF EDUCATION.

Attention is given to those historical agencies and factors which have influenced the educational progress of the various peoples. Emphasis is laid upon the aims, methods, content, organization and results. Studies are also made of the changing philosophies of education.

First semester.

Vander Borgh. Credit, three hours.

52. EDUCATIONAL PSYCHOLOGY.

This course deals with the growth and development of childhood in all its phases, but with special stress on mental development. Careful study is made of the learning process with the implications for teaching and guidance.

Second semester.

Vander Borgh. Credit, three hours.

53. PRINCIPLES OF TEACHING IN THE ELEMENTARY SCHOOL.

A study of learning, misconceptions of learning, the nature of the learner and the characteristics of teaching; a comparison of the modern and traditional school in terms of philosophy of teaching and classroom methods; problems relating to the improvement of assignments, study and recitation; the preparation of lesson plans; the improvement of teaching techniques and classroom management.

First semester.

Ver Beek. Credit, three hours.

54. TEACHING READING IN THE ELEMENTARY SCHOOL.

A study of the objectives, materials, methods, appraisal of readiness, diagnostic and corrective practices in the teaching of reading; methods and materials for the teaching of oral and written language and spelling; an overview of children's literature.

Second semester.

Mrs. Schoon. Credit, three hours.

55. THE AMERICAN PUBLIC SECONDARY SCHOOL.

This course aims to acquaint the student with the history and development of the American high school, its aims, courses, methods of instruction, organization, administration, evaluation of subjects, pupil characteristics, social problems, and other fundamentals essential to students of secondary education.

First semester.

Vander Borgh. Credit, three hours.

56. GENERAL METHODS AND MATERIALS FOR HIGH SCHOOL TEACHING.

This course is intended to acquaint the prospective high school teacher with general class procedures which are applicable to a variety of subjects. Special consideration is given to instructional planning, directing study, school discipline, educational aims, audio-visual aids, etc.

Second semester.

Vander Borgh. Credit, two hours.

58. EDUCATIONAL SOCIOLOGY.

A study of the significance of various social factors in the educational process itself, within the school room and the community as a whole; an analysis of various school and community relationships and responsibilities for the educational program of the community.

VerBeek. Credit, three hours.

59. EDUCATION — CHILDREN'S LITERATURE.

A study of children's books, authors, illustrations and publishers. The different types of books that appeal to children at different age levels and methods of interesting children in reading will be explored.

Schoon. Credit, three hours.

64. TESTS AND MEASUREMENTS.

An introduction to the interpretation and construction of tests. The student will be introduced to the more commonly used tests of intelligence, achievement, interests and aptitude, and will construct achievement tests in the subject matter field of his choice.

Second semester.

Credit, two hours.

70. TEACHING ARITHMETIC AND ELEMENTARY SCIENCE.

This course presents a survey of materials and methods of making arithmetic and science meaningful to the elementary child.

First semester.

Schoon. Credit, three hours.

72. PUBLIC SCHOOL ART.

By giving an opportunity to do and to create, the course in public school art attempts to give the future teacher first a sensitivity and understanding of the basic design qualities found in all the art forms; and second, an understanding of the mechanics or techniques of materials used most commonly by children. Work is done in painting, paper mache, soap carving, clay modeling, posters, simply constructed silver jewelry, and paper cut-outs. A notebook is kept describing the projects worked on, processes, supplies needed, and the various uses for the media. Prerequisite: Art 17; preferable also Art 18.

Both semesters.

De Pree. Credit, two hours.

73. SECONDARY VOCAL METHODS.

The study and observation of secondary teaching techniques, with examination of materials. The requirements for the first two years of a music major are advisable as a prerequisite. Offered alternate years, 1954-1955.

Second semester.

Holleman. Credit, three hours.

74. SECONDARY INSTRUMENTAL METHODS.

A study of the problems peculiar to the teaching of instrumental music in both class and private instruction. Sections will be devoted to the selection of texts and music, the selection, care, and repair of orchestral instruments, and the marching band. The requirements for the first two years as a music major are advisable as a prerequisite. Offered first semester of even-numbered years and the second semester of odd-numbered years.

Both semesters.

Rider. Credit, three hours.

75. TEACHING PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL.

Same as Physical Education 75.

First semester.

Breid. Credit, two hours.

76. TEACHING PHYSICAL EDUCATION IN THE SECONDARY SCHOOL.

Same as Physical Education 76.

Second semester.

Breid. Credit, two hours.

78. TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL.

Principles and problems of social living with the application to the elementary school child, including materials and methods of social studies units. A discussion of geography and history as separate subjects is also included.

Second semester.

Ver Beek. Credit, two hours.

79. ELEMENTARY PUBLIC SCHOOL MUSIC METHODS.

Prerequisite: Music 13 or permission of instructor. To be given upon successful completion of a diagnostic test. Materials in both instrumental and vocal music will be taught.

Both semesters.

Holleman. Credit, two hours.

80. PUBLIC SCHOOL HEALTH.

Same as Biology 52.

First semester.

Credit, two hours.

81. STUDENT TEACHING IN THE ELEMENTARY SCHOOL.

Student teaching, supervised by the Department of Education, is done in cooperation with the Holland Public Schools.

Both semesters.

Ver Beek. Credit, eight hours.

82. PROBLEMS OF SECONDARY STUDENT TEACHING.

This course is planned for senior students who are concurrently doing their student teaching. The purpose is to consider the specific problems and difficulties arising out of the student teaching experiences in order that the prospective teacher may acquire greater skill in dealing with these situations.

Both semesters.

Ver Beek. Credit, two hours.

83. STUDENT TEACHING IN THE SECONDARY SCHOOL.

Student teaching, supervised by the Department of Education, is done in cooperation with Holland Public Schools.

Both semesters.

Ver Beek. Credit, five hours.

84. TEACHING OF MODERN LANGUAGES.*

A course in the methods of teaching modern languages and literature to Junior and Senior high school students. Required of all those planning to teach French, German, or Spanish in the secondary schools. Alternate years, 1957-1958.

First semester.

Brown. Credit, two hours.

85. TEACHING OF SOCIAL STUDIES IN SECONDARY SCHOOL.*

A special course in the methods and material in teaching the social studies at the junior and senior high school levels. Emphasis is on studies of procedures, curricular practices in various systems, teaching aids, trends, preparation of resource teaching units, evaluation, etc. A curriculum laboratory is in the library to aid teachers through new materials.

First semester.

Ross. Credit, two hours.

86. TEACHING OF SCIENCE IN SECONDARY SCHOOL.*

A special course in the methods of teaching science at the secondary school level. Emphasis throughout the course will be placed on the material and techniques to follow as used in the teaching of Biology, Chemistry, and Physics.

Second semester.

Thompson. Credit, two hours.

87. TEACHING OF ENGLISH.*

A review of English grammar, with emphasis on the teaching of it. Readings, observations and demonstrations in the teaching of composition and literature in the secondary schools.

First semester.

De Graaf. Credit, two hours.

89. TEACHING OF MATHEMATICS.*

This course is intended for Seniors through special arrangement with the Department of Education. It may be taken for credit in Mathematics if not desired for Education.

First semester.

Lampen. Credit, two hours.

*Only one Special Methods Course for secondary teachers may be applied to meet the twenty-hour education requirement for certification in the State of Michigan.

English

*Mr. De Graaf, chmn.; Mr. Brand, Mrs. De Wolfe, Miss Keith,
Mr. Prins, Miss Reeverts, Mrs. Talbert, Mr. Ten Hoor*

The courses in the English department may be classified under the headings of composition and literature.

All students are required to take six hours of composition and six hours of literature. Courses 11 or 11* and 12 in composition and courses 31 and 32 in literature are intended to meet these basic requirements. These courses are all prerequisite to courses in composition and literature numbered above 50. Exceptions or substitutions are allowed only by permission from the chairman of the department. Students who demonstrate proficiency in grammar in their entrance tests are to take English 11; all others are to take 11*.

MAJOR: Students who have completed the required six hours of composition and the six hours of literature with a C grade may apply for admission as English majors at the close of the sophomore year. To graduate as an English major it is necessary to have a minimum of thirty hours in English exclusive of such courses as are described in the catalog as not counting toward a major. The program carried for a major in English must be approved by the head of the department. All majors are required to take English 81 and 82.

For those planning to go to graduate school it is desirable to build up a total of between 40 and 45 hours in English. These stu-

dents are also to remember that a reading knowledge of French, German, or Spanish is usually required for an M.A. degree and a reading knowledge of two is required for a Ph.D. degree.

Those planning to teach English in secondary schools are required to take English 87, and they are advised to take at least four additional hours of composition, six additional hours in speech, and the survey course in American literature.

Those planning to teach in elementary school are required to take Education 54. They are advised to include courses that will give them a broad preparation in grammar, composition, reading, literature and speech.

11. FRESHMAN COMPOSITION.

Review of the fundamentals of grammar, punctuation, diction, usage, sentence structure, and paragraphing with some expository writing and practice in business correspondence.

First semester.

Staff. Credit, three hours.

11*. FRESHMAN COMPOSITION.

The same as English 11, except that two additional hours a week in laboratory class sessions are provided to help the students who enter college without a knowledge of grammar to acquire this competency and to be ready to enter English 12 by the end of the semester.

First semester.

Staff. Credit, three hours.

12. FRESHMAN COMPOSITION.

Practice in expository writing, including special drill in the planning and writing of papers stressing thinking.

Second semester.

Staff. Credit, three hours.

16. READING FOR APPRECIATION.

The course provides exercises in the reading of various types of literature to help in the discovery of literary values. For Freshmen only.

Both semesters.

Ten Hour. Credit, two hours.

31. INTRODUCTION TO LITERATURE.

Masterpieces in English Literature. About six of the classics of English literature, each one representative of a different type, are studied intensively to furnish first-hand experience with famous titles in the literary repertoire.

First semester.

Staff. Credit, three hours.

32. INTRODUCTION TO LITERATURE.

Masterpieces in Foreign Literature. A continuation of 31, covering representative titles from Greek, Medieval, and Modern European literature in translation.

Second semester.

Staff. Credit, three hours.

33. JOURNALISM.

A study of the technique employed in the various types of journalistic writing and a study of the place the newspaper occupies in modern society. Open to all who have six hours of composition credit.

First semester.

Brand. Credit, three hours.

37. AMERICAN NOVELS.

A study of representative novels taken from nineteenth and twentieth century American authors. For Sophomores only.

First semester.

Prins. Credit, two hours.

38. THE SHORT STORY.

A literature course involving the study of representative American and European short stories. For Sophomores only.

Second semester.

Brand. Credit, two hours.

51. BUSINESS ENGLISH.

Study of the various forms of business correspondence. Recommended for all who plan to major in business administration. Not to be counted toward an English major.

Both semesters.

Brand. Credit, two hours.

53. ADVANCED COMPOSITION.

Students in conjunction with the teacher may choose a field of writing in line with their own particular interests. Prerequisites: English 11 and 12, or their equivalents.

First semester.

Keith. Credit, two hours.

54. CREATIVE WRITING.

Of special interest to those who wish to cultivate the literary forms of writing. 53 is recommended but not required for admission. Limited to those approved by the instructor.

Second semester.

Keith. Credit, two hours.

55. SHAKESPEARE: HISTORIES AND COMEDIES.

A study of the most important comedies and Henry IV, Parts I and II. The treatment is chronological with an emphasis on Shakespeare's development as a comic dramatist.

First semester.

Ten Hoor. Credit, two hours.

56. SHAKESPEARE: TRAGEDIES.

A chronological study of the most important tragedies emphasizing the evolution of Shakespeare's genius as a tragic dramatist.

Second semester.

Ten Hoor. Credit, two hours.

57. ROMANTIC POETRY.

A study of the English poetry produced during the Romantic period from 1750 to 1832. Attention is given chiefly to Wordsworth, Coleridge, Byron, Shelley, Keats. Alternate years, 1957-1958.

Second semester.

De Graaf. Credit, three hours.

60. VICTORIAN LITERATURE.

A study of the major figures in English poetry and essay between 1832 and 1900. Alternate years, 1956-1957.

Second semester.

Reeverts. Credit, two hours.

61. THE ENGLISH NOVEL.

A study of the structure and content of the English novel from Defoe to Joyce. Alternate years, 1957-1958.

First semester.

Prins. Credit, three hours.

62. THE MODERN EUROPEAN NOVEL.

A study of nineteenth and twentieth century influences on the novel from Balzac to Koestler. Alternate years, 1957-1958.

Second semester.

Prins. Credit, three hours.

63. DEVELOPMENT OF THE DRAMA TO IBSEN.

A survey of the Greek and Roman drama, the miracle, mystery, and morality plays, Elizabethan drama, and the drama of the eighteenth and nineteenth centuries. Alternate years, 1956-1957.

First semester.

Talbert. Credit, three hours.

64. CONTEMPORARY DRAMA.

A study of Ibsen and the contemporary drama of America and Europe. Alternate years, 1956-1957.

Second semester.

Talbert. Credit, three hours.

65. SURVEY IN AMERICAN LITERATURE.

From the colonial period to 1865. Recommended especially for those who plan to enter teaching.

First semester.

Talbert. Credit, three hours.

66. SURVEY IN AMERICAN LITERATURE.

From 1865 to the contemporaries. 65 is recommended but not required for admission. Recommended for prospective teachers.

Second semester.

Talbert. Credit, three hours.

68. LITERARY CRITICISM.

A study of the principles of literary criticism as applied to poetry. Recommended to those who plan to go on to graduate school. Alternate years, 1956-1957.

Second semester.

Prins. Credit, two hours.

72. JOHN MILTON.

A study of *Paradise Lost*, *Paradise Regained*, *Samson Agonistes* and the minor poems. Alternate years, 1957-1958.

Second semester.

De Graaf. Credit, two hours.

74. THE ENGLISH LANGUAGE.

A study of language growth and historical change in vocabulary, grammar, and sentence pattern. Alternate years, 1956-1957.

Second semester.

De Graaf. Credit, two hours.

75. PROBLEMS IN JOURNALISM.

Open to those who have had experiences in journalistic writing or who are directly involved in campus publications. Alternate years, 1957-1958.

First semester.

Brand. Credit, two hours.

81, 82. SURVEY OF ENGLISH LITERATURE.

A chronological survey of the trends and types of English literature with a standard anthology as text and with supplementary readings. Required of all English majors.

Throughout the year.

De Graaf. Credit per semester, three hours.

TEACHING OF ENGLISH.

See Education 87.

French

Mrs. Prins, chmn.; Miss Meyer

A general statement of the aims and recommendations of the Modern Foreign Language Departments is found below, page 78.

MAJOR: A minimum of twenty-five (25) hours above the elementary course (11, 12), is required. Not more than eight hours of work on the intermediate level (courses numbered below 50) will be accepted toward a major. To secure a composite major the student must elect a minimum of nine hours of advanced study (courses numbered above 50) in one language and five in another.

Students who desire to teach the language should consult with their major professor in regard to the courses and hours required.

11, 12. ELEMENTARY FRENCH.

A beginning course in the essentials of pronunciation and grammar; reading with oral-aural practice is stressed in 11. Collateral reading is begun in 12. Throughout the year drill work with language tapes is required in the language laboratory. For students with no previous study of French.

Throughout the year. *Meyer. Credit per semester, four hours.*

13. SCIENTIFIC FRENCH.

Designed to meet the needs of students planning to do research in science, this course stresses the translation of scientific French and uses a short, scientific grammar. No previous knowledge of the language is necessary. This course may not be substituted for course 11.

Given on demand to a minimum of four students. Prins. Credit, three hours.

31, 32. INTERMEDIATE FRENCH.

Grammar review; oral-aural practice. A minimum of one-half hour per week is required throughout the year for drill work, listening and comprehension. Extensive collateral reading is required. In 31, contemporary short stories are read. Course 32 studies the culture of France as the basis of conversation.

Throughout the year. *Meyer. Credit per semester, four hours.*

43, 44; 45, 46. INTERMEDIATE CONVERSATION.

A series of one-hour courses designed to help the student express himself in French. Different materials are used each semester. Language tapes are used for both listening and recording. A student may elect any or all of these courses. Prerequisite: French 11, 12; two years of high school study or permission of instructor.

Throughout the year. *Prins. Credit per semester, one hour.*

51. EIGHTEENTH CENTURY FRENCH DRAMA.

A study of the manners and ideas portrayed in the drama of this century. Every third year, 1956-57.

First semester. *Prins. Credit, two hours.*

52. CONTEMPORARY FRENCH LITERATURE.

A study of the trends in literature after 1900 with emphasis on the literature produced between 1914 and 1940. Every third year, 1957-1958.

Second semester. *Prins. Credit, two hours.*

53. EIGHTEENTH CENTURY LITERATURE.

French thought as reflected in literature from 1715-1800. Emphasis on Montesquieu, Voltaire, Rousseau and Diderot. Every third year, 1957-1958.

First semester.

Prins. Credit, three hours.

54. MODERN FRENCH LITERATURE.

A study of the literature following Romanticism: that of the periods called Realism, Naturalism and Symbolism from 1850-1900 in the fields of the novel, short story and poetry. Every third year, 1957-1958.

Second Semester.

Prins. Credit, two hours.

55. FRENCH CIVILIZATION.

Emphasis on the position and influence of French literature, art, music and thought in relation to Europe and the Americas. Required of French majors. Some knowledge of French history is desirable, but not a prerequisite. Open to all students. Knowledge of French language is not required. Every third year, 1957-1958.

First semester.

Staff. Credit, three hours.

57. SURVEY OF FRENCH LITERATURE.

A chronological study of the trends and types of French literature. Recommended for those using French as a second language in a composite major and for prospective teachers of French. Offered every other year, 1956-1957.

First semester.

Prins. Credit, three hours.

64. THE GOLDEN AGE OF FRENCH LITERATURE.

This is the literature of the seventeenth century often called the Age of Louis XIV. Concentration will be on the works of Corneille, Racine and Moliere. Every third year, 1957-1958.

Second semester.

Prins. Credit, three hours.

71. ROMANTICISM.

The immediate forerunners of the Romanticists — Chateaubriand and Madam de Stael — will be included for study with emphasis on the poetry and novels of Hugo, de Vigny, Lamartine, de Musset. Every third year, 1958-1959.

First semester.

Prins. Credit, three hours.

73. FRENCH DICTION.

Course designed to give individual attention to pronunciation, intonation and diction. Full use of the new language laboratory is made with much of the classroom preparation in the laboratory. Required of French majors. Offered every other year, 1957-1958.

First semester.

Prins. Credit, two hours.

74. ADVANCED COMPOSITION AND GRAMMAR REVIEW.

A thorough review of idiomatic French and grammar. Required of French majors. Every third year, 1958-1959.

Second semester.

Meyer. Credit, two hours.

German

Mr. Ellert, chm.; Mr. Brown, Mrs. Snow, Mr. Wolters

A general statement of the aims and recommendations of the Modern Foreign Languages is found below, page 78.

MAJOR: A minimum of twenty-five (25) hours above the elementary course (11, 12), is required. Not more than eight hours of work on the intermediate level (courses numbered below 50) will be accepted toward a major. To secure a composite major the student must elect a minimum of nine hours of advanced study (courses numbered above 50) in one language and five in the other.

Students who desire to teach the language should consult with their major professor in regard to the courses and hours required.

11, 12. ELEMENTARY GERMAN.

Elementary German, as the name indicates, is a beginning course for those students who have had little or no previous study in this language. The student is taught to speak and read by modern methods with the aid of a new language laboratory.

Throughout the year.

Credit per semester, four hours.

31, 32. INTERMEDIATE GERMAN.

This course is open to those students who have completed courses 11 and 12 or have passed a proficiency examination. Oral-aural work is intensive, and practice in the Language Laboratory is required. Grammar review and perusal of modern works is accomplished in 31, and oral-aural practice and reading continue in 32.

Throughout the year.

Credit per semester, four hours.

34. SCIENTIFIC GERMAN.

This course takes the place of German 32 for those students who intend to major in science, medicine, physics, or mathematics and who wish to concentrate all their efforts in their last semester of German in reading scientific German rather than literature.

Second semester.

Credit per semester, four hours.

51. GERMAN DRAMA.

A study of the works of the best dramatists. Special reports and supplementary reading will introduce other authors than those studied in class. Alternate years, 1957-1958.

First semester.

Credit, three hours.

52. THE GERMAN NOVEL.

Some classical and some modern novels will be read. Alternate years, 1957-1958.

Second semester.

Credit, three hours.

53. MODERN GERMAN SHORT STORIES.

Short stories by classic and modern authors will be read. Alternate years, 1957-1958.

First semester.

Credit, two hours.

54. GERMAN POETRY.

A survey course covering development of verse in German literature beginning with the *Nibelungenlied*. Alternate years, 1958-1959.

First semester.

Credit, two hours.

55. GERMAN CIVILIZATION.

A knowledge of German is not required. The course includes a survey of the development of the German people along cultural lines; music, art, literature and philosophy. Given every third year, 1958-1959.

First semester.

Credit, three hours.

57. GERMAN CONVERSATION.

An advanced course in conversational German above the Intermediate level. This work is carried on mainly in the Language Laboratory. Prerequisite: German 31, 32 or permission of the instructor. Alternate years, 1957-1958.

Credit per semester, two hours.

61. SCHILLER.

A careful study is made of the life and works of Schiller. Alternate years, 1957-1958. First semester.

Second semester.

Credit, three hours.

62. GOETHE.

This course will include a survey of Goethe's works with special attention to the lyrics and dramas. Alternate years, 1957-1958.

Second semester.

Credit, three hours.

63. THE ROMANTIC SCHOOL.

Selections from romantic prose and verse will be read. The general literary trends of the period will be considered. Alternate years, 1957-1958.

First semester.

Credit, two hours.

64. GRAMMAR REVIEW AND COMPOSITION.

This course is intended for students who are preparing to teach German or to pursue research where a knowledge of the language is essential. Alternate years, 1957-1958.

Second semester.

Credit, two hours.

72. SCIENTIFIC GERMAN.

This course is intended to meet the needs of students planning to do research.

Second semester.

Credit, two hours.

85. EUROPEAN TOUR.

See below Modern Languages for course description.

Summer.

Credit, two hours.

TEACHING OF MODERN LANGUAGES.

See Education 84.

Greek

Mr. Hilmert, Mr. Voogd

The course offerings in Greek are designed primarily to provide pre-theological students an opportunity to acquire an understanding of the grammatical structure of the Greek language and to gain a working knowledge of the vernacular Greek of the New Testament.

The Greek courses may be used to meet the college language requirement. In general it is advisable to begin Greek study in the Junior year. Students who have had no foreign language study in high school are urged to elect at least one year of Latin or a modern language before beginning the study of Greek.

11, 12. GREEK

An introductory study of the Greek language with emphasis on grammatical structure, vocabulary building and speed and comprehension of reading.
Throughout the year. Hilmert. Credit per semester, four hours.

31, 32. GREEK

A study of the vernacular Greek of the New Testament. Attention is given to the exegetical value of the Greek New Testament.
Throughout the year Voogd. Credit per semester, three hours.

History and Political Science

*Mr. van Putten, chmn.; Mr. Fried, Mr. Hinga, Miss Ross,
Mr. Vanderbush, Mr. Visser, Mr. Wolters*

The study of history and political science is a matter of vital importance to people everywhere and particularly for the men and women active in a democracy and preparing for fuller participation in citizenship in the modern world. The educated person must know what lies behind the issues of today; he must know the avenues through which and by which he may exercise his rights and carry out his responsibilities most effectively. This knowledge is best attained by a study of the record of history and of the structure and workings of government.

A. History

HISTORY MAJOR: A minimum of twenty-six semester hours is required for a major. In addition to the courses in History, a minimum of twelve hours is required in at least two other Social Sciences, such as Political Science, Sociology, or Economics. History 13, 14 and 33, 34 are the basic courses for a history major. Fourteen semester hours in history courses numbered above 50 are required. A major must include courses in as many areas as possible: Ancient, European, U.S. History, South America, Middle East, Asiatic, Africa. Each major in his senior year must elect a senior

preseminar (either History 81 or 84). Students who intend to continue their studies in this field on the graduate level are advised to take two modern languages.

15. EUROPEAN CIVILIZATION: 1500-1815.

The course aims to assist the student to understand the development and growth of the modern state, the rise of the democratic spirit, and the origin of the free enterprise system with their attendant conflicts and struggles. Emphasis is placed upon the influence of geography upon these developments and upon the growth of political and social institutions during this period.

First semester.

Staff. Credit, three hours.

16. EUROPEAN CIVILIZATION: 1815 TO THE PRESENT.

The course, a continuation of *History 15*, aims to broaden and deepen the student's awareness of the cause and effect relationship between the events and the developments of the past and the problems and the organizations of the present, and to lead him to think effectively in historical terms.

Second semester.

Staff. Credit, three hours.

33. HISTORY OF THE UNITED STATES (1492-1865).

This is a survey in which causal relations are emphasized. Special study is made of social, economic, and constitutional development, and sectional problems. (Freshmen may enter only as special cases.)

First semester.

Vanderbush. Credit, three hours.

34. HISTORY OF THE UNITED STATES (1865-1945).

Second portion of the survey course in American History. Emphasis is placed on industrial, labor and agricultural problems, domestic and foreign policies, and economic and social legislation. (Freshmen may enter only as special cases.)

Second semester.

Vanderbush. Credit, three hours.

51. CULTURAL HISTORY OF THE EARLY MEDITERRANEAN.

A study of the art, architecture, literature, science and religion, together with the social phases of man's development, from the early Egyptian and Babylonian history through the Roman period. Special emphasis is placed upon Greek institutions and culture. Prerequisite: History 15, 16. Alternate years, 1956-1957.

First semester.

Ross. Credit, three hours.

52. CULTURAL HISTORY OF THE MIDDLE AGES.

A study of the development of education, literature, religion, art, science, through the Renaissance and Reformation. Alternate years, 1956-1957.

Second semester.

Ross. Credit, three hours.

53. HISTORY OF HISPANIC-AMERICA: COLONIAL PERIOD.

A study of the early native cultures and colonization of Central America and South America. Alternate years, 1957-1958.

First semester.

Ross. Credit, three hours.

54. HISTORY OF HISPANIC-AMERICA: NATIONAL PERIOD.

A study of the social, cultural, economic, and political growth of the various countries, with special emphasis upon their relationship to hemispheric problems. Alternate years, 1957-1958.

Second semester.

Ross. Credit, three hours.

55, 56. HISTORY OF ENGLAND.

First semester, a study of the social, cultural, economic, political and constitutional history of England from Roman times to the period of Queen Victoria. Second semester, from the period of Queen Victoria, emphasizing English imperialism, problems of foreign and domestic policy, and the commonwealth. Recommended prerequisite: History 15, 16. Alternate years, 1957-1958. *Throughout the year.* *Credit per semester, three hours.*

57. AMERICAN DIPLOMACY AND FOREIGN RELATIONS.

A study of the development of foreign policies with special emphasis upon the period in which the United States developed into a world power. This is a basic course for students interested in foreign or domestic governmental service.

Second semester.

Fried. Credit, three hours.

60. RECENT AMERICAN HISTORY.

A study of economic, social and political problems facing the U. S. since 1900. Special emphasis is on domestic problems due to growth of big business, labor movements and government regulations. Prerequisite: History 33, 34, or consent of instructor.

Summer session.

van Putten. Credit, three hours.

62. HUMAN GEOGRAPHY.

A study of human society in relation to the earth background. The purpose of the course is to familiarize the student with the earth as the home of man, and man's adjustment to this natural environment so that the student may develop an intelligent and informed awareness of the limitation and potentialities of all peoples in their relation to geographic factors.

First semester.

Ross. Credit, three hours.

63. POLITICAL GEOGRAPHY.

A study of geographic factors in determining political boundaries, centers, pressures, powers, etc.

Second semester.

Ross. Credit, three hours.

65. HISTORY OF AFRICA.

1957-1958.

First semester.

Ross. Credit, three hours.

67. THE DEVELOPMENT OF EUROPE, 1648-1870.

A study of the Age of Louis XIV, the French Revolution, the Industrial Revolution, the Revolution of 1830 and 1840, and the growth of imperialism. Recommended prerequisite: History 15, 16 or 55, 56. Students with two semesters of History may elect this course. Alternate years, 1957-1958.

First semester.

Ross. Credit, three hours.

68. THE DEVELOPMENT OF EUROPE, 1870-1918.

A study of the continued rise of European imperialism with special emphasis upon the social, economic, political and philosophical differences which led to World War I. Prerequisite: History 67. Alternate years, 1957-1958.

Second semester.

Ross. Credit, three hours.

70. HISTORY OF ROME.

From early times to about 476 A.D. An attempt to interpret the political history in the light of social, economic and religious movements. Alternate years 1956-1957.

Second semester.

Wolters. Credit, three hours.

71. EUROPE SINCE 1918.

A study of the social, political, economic and ideological development of the period between world wars; Hitler's plan for world domination; post-war developments; and organization for the preservation of world peace.

First semester.

Fried, Ross. Credit, three hours.

72. ANCIENT HISTORY.

A study of the cultures of the Tigris-Euphrates region, Egypt, the eastern Mediterranean countries, Asia Minor, and Greece, to the time of the rise of Rome. Alternate years 1957-1958.

Second semester.

Wolters. Credit, three hours.

74. HISTORY OF THE FAR EAST.

A study of the peoples and cultures of India, China, Japan, French Indo-China and Indonesia and of their relationships to the western world up to 1912. Alternate years 1956-1957.

Second semester.

van Putten. Credit, three hours.

75. HISTORY OF THE FAR EAST.

From 1912 to 1945.

Second semester.

van Putten. Credit, three hours.

75S. HISTORY OF THE FAR EAST.

1945 to present.

Summer session.

van Putten. Credit, three hours.

76. RUSSIAN HISTORY.

A study of the Russian internal and external policies with their geographic, economic and political backgrounds. This course will emphasize the roots of the present situation. 1956-1957: 1957-1958.

First semester.

Fried. Credit, three hours.

81. STUDIES IN HISTORY.

A seminar course designed as the capstone course for history majors. The field of concentration will be decided by the instructor upon examination of the interests and needs of the students. Work will consist of readings, reports, and a paper.

Both semesters.

Staff. Credit, two hours.

84. CONTEMPORARY PROBLEMS.

A seminar course with the same general procedures as History 81, but focusing upon an analysis of several contemporary problems.

Second semester.

Ross. Credit, three hours.

TEACHING OF SOCIAL STUDIES.

See Education.

B. Political Science

POLITICAL SCIENCE MAJOR: The major consists of not fewer than twenty-four hours in the department. In addition to the courses in Political Science, a minimum of twelve hours in at least two other Social Sciences is required, such as History, Sociology, or Economics. Students who intend to continue their studies in this field on the graduate level are advised to take two modern languages.

11. NATIONAL GOVERNMENT.

A study of the national government from its origins through its development to the present with emphasis on the functional aspects of government. Open to Freshman and Sophomores only.

Both semesters.

Vanderbush, vanPutten. Credit, three hours.

41. NATIONAL GOVERNMENT.

A study of the national government with emphasis on theory and the functional aspects of government. Not open to Freshman. Students completing Political Science 11 are not eligible for this course.

Both semesters.

Vanderbush, vanPutten. Credit, three hours.

42. STATE AND LOCAL GOVERNMENT.

A study of the procedures of government of all the states with special reference to Michigan. The functional approach is emphasized. Prerequisite: Political Science 11 or 41.

Both semesters.

Vanderbush. Credit, three hours.

51. POLITICAL PARTIES AND ELECTORAL PROBLEMS.

A study of the political parties, their histories and how they operate, and the conduct and problems of elections. Prerequisite: Political Science 11 or 41. Offered 1957-1958.

First semester.

Vanderbush, vanPutten. Credit, three hours.

53. PUBLIC ADMINISTRATION.

An analysis of the growth of the American administration system; the place of administration in modern government; and an examination of the underlying principles of government management at the federal, state and local levels. Prerequisite: six hours of Political Science. Alternate years, 1956-1957.

Second semester.

vanPutten. Credit, three hours.

63. INTERNATIONAL ORGANIZATION.

The development of international law, machinery, forces and systems is surveyed. Emphasis is on the operation of the agencies of international relations on the problems of the world today. The United Nations is studied in its political, economic and social aspects. Prerequisite: Political Science 11 or 41; History 33, 34 is also advisable as a background. Alternate years, 1956-1957.

Second semester.

Fried. Credit, three hours.

72. COMPARATIVE GOVERNMENT.

Study of the major types and forms of governments of Europe, as well as the governments of Japan and China. Prerequisite: Six hours of Political Science. Alternate years, 1956-1957. (Formerly, Political Science 80.)

First semester.

vanPutten. Credit, three hours.

73. AMERICAN CONSTITUTIONAL HISTORY.

A study of the background of the Constitution of the United States, the work of the Federal Convention of 1781 and the changes in the Constitution as a result of the Supreme Court decisions, legislation and political philosophy. Prerequisite: nine hours on Political Science; History 33, 34 also advisable. Alternate years, 1957-1958.

First semester.

vanPutten. Credit, three hours.

74. AMERICAN POLITICAL THEORY.

This course analyzes and interprets fundamental American political ideas in terms of their origins, assumptions and developments. Prerequisite: nine hours of Political Science. Alternate years, 1957-1958.

Second semester.

vanPutten. Credit, three hours.

76. FOREIGN POLICY.

A study of how foreign policy is made and how it is put into operation.
Alternate years, 1957-1958.

Second semester.

van Putten. Credit, three hours.

81. SEMINAR — CURRENT PROBLEMS OF PUBLIC POLICY.

Either Political Science 81 or 82 is required of Political Science majors.

First semester.

vanPutten. Credit, two hours.

82. SEMINAR — PROBLEMS OF AMERICAN FOREIGN POLICY.

Either Political Science 81 or 82 is required of Political Science majors.

Second semester.

vanPutten. Credit, two hours.

91, 92. AMERICAN SEMINAR.

In cooperation with the American University, Washington, D. C. a full semester's work may be taken in Washington, D. C. Consult Department Chairman.

Latin

Mr. Wolters

A general statement of the aims and recommendations in Classical Languages is found above, page 55.

MAJOR: A major in Latin may be met by completion of 25 hours of course work in the department, including Latin 71. Those who plan to enter teaching are also required to take Latin 72. In addition, majors must elect History 70, History of Rome.

To secure a composite major in foreign language, the student must elect a minimum of nine hours of advanced study (courses numbered above 50) in one language and five in another.

11, 12. ELEMENTARY LATIN.

The elements of grammar, reading, some study of English derivations, and an attempt to make the student aware of cultural implications.

Throughout the year.

Credit per semester, four hours.

31, 32. INTERMEDIATE LATIN.

Selected readings from the period of Caesar and Cicero. Course 31 should normally follow two years of high school Latin.

Throughout the year.

Credit per semester, four hours.

51. READINGS FROM VIRGIL,

and other writers of the Augustan period.

First semester.

Credit, three hours.

52. LATIN OF THE CHURCH FATHERS.

Second semester.

Credit, three hours.

53. MEDIEVAL LATIN.

Material from various writers of the time when Latin was the universal language of culture. Alternate years, 1956-1957.

First semester.

Credit, two hours.

54. ROMAN PHILOSOPHY.

Readings from Latin philosophical writings. Alternate years, 1956-1957.

Second semester.

Credit, two hours.

55. LATIN LITERATURE IN TRANSLATION.

This course seeks to give an appreciation of the varied literary treasures of the Romans. No knowledge of the Latin language is required. The course is open to all students.

First semester.

Credit, two hours.

71. SURVEY OF LATIN LITERATURE.

Designed to be a rapid comprehensive survey of national or classical Roman literature. Required of students who desire a teaching major in Latin or who plan to go into graduate work. Alternate years, 1955-1956.

First semester.

Credit, three hours.

72. LATIN WRITING.

Intended especially for those who plan to teach Latin. Required of teaching majors.

Second semester.

Credit, two hours.

HISTORY OF ROME. See History 70.

Mathematics

Mr. Lampen, chmn.; Mr. Folkert, Mr. Steketee

The courses in Mathematics are offered not only for those definitely majoring in the department or intending to use it as a tool in their applied fields, but also for those who desire them as a part of their general education. Thoroughness rather than multiplicity of courses is emphasized.

HIGH SCHOOL PREREQUISITES: All regular Freshman courses require for admission one and one-half years of high school algebra and one year of plane geometry. Those entering with only one year of algebra should take the course in Intermediate Algebra.

MAJOR: Those who intend to major in Mathematics should take courses 13, 14 (or 15), 16, 31, and 51, and, in addition, two courses selected from courses 52, 53, 61, 62, 81, and 82. College Physics is required. The courses through 51 are required as a minimum. For completion of major, check with the Chairman of the Department.

11. INTERMEDIATE ALGEBRA.

Prerequisites: One year of High School Algebra and one year of Plane Geometry. Not to be counted towards a major in Mathematics.

Both semesters.

Staff. Credit, three hours.

12. SOLID GEOMETRY.

Prerequisites: One year of Plane Geometry and one year of High School Algebra.

First semester.

Staff. Credit, two hours.

13. COLLEGE ALGEBRA.

Prerequisites: One and one-half years of High School Algebra or course 11, and one year of Plane Geometry.

Both semesters.

Staff. Credit, three hours.

14. PLANE TRIGONOMETRY.

Prerequisites: One and one-half years of Algebra and one year of Plane Geometry.

Both semesters.

Staff. Credit, three hours.

15. GENERAL MATHEMATICS.

This course combines the fundamental topics of College Algebra and Plane Trigonometry. It is designed for those who for reason of accelerating their preparation must complete both College Algebra and Trigonometry in one semester. Prerequisites: Same as for courses 13 and 14.

First semester.

Staff. Credit, four hours.

16. ANALYTICAL GEOMETRY.

Regular course in Analytics. Prerequisites: Plane Trigonometry and College Algebra.

Both semesters.

Staff. Credit, four hours.

17. MATHEMATICS OF BUSINESS.

Prerequisites: One year of high school Geometry and one year of Algebra. Not to be applied to a Mathematics major.

First semester.

Folkert. Credit, three hours.

21. ENGINEERING DRAWING.

Solid Geometry is strongly urged as a prerequisite.

Both semesters.

Steketee. Credit, three hours.

31. CALCULUS I — DIFFERENTIAL.

Prerequisites: Analytical Geometry.

Both semesters.

Staff. Credit, four hours.

34. SPHERICAL TRIGONOMETRY.

Prerequisites: Plane Trigonometry and College Algebra. Alternate years, 1954-1955.

Second semester.

Staff. Credit, two hours.

35. INTRODUCTORY STATISTICS.

A general introduction to the area of statistics. This course is a prerequisite to Economics 62 (Economic Statistics) as well as Mathematics 36 (Mathematics of Statistics). 1 year of high school algebra, prerequisite.

Both semesters.

Folkert. Credit, two hours.

36. MATHEMATICS OF STATISTICS.

Prerequisites: Mathematics 13 and 14 or Mathematics 15 and Mathematics 35.

Second semester.

Folkert. Credit, two hours.

41. DESCRIPTIVE GEOMETRY.

Prerequisites: Engineering Drawing.

Second semester.

Steketee. Credit, three hours.

42. PLANE SURVEYING.

Prerequisites: Plane Trigonometry.

Second semester.

Lampen. Credit, two hours.

43. ASTRONOMY.

Descriptive. Prerequisite: Plane Trigonometry.

Second semester.

Lampen. Credit, two hours.

44. AERIAL NAVIGATION.

Study of the four methods of navigation and of the various projections and charts in use, and drill in applications. Prerequisite: Plane Trigonometry.

Second semester.

Credit, two hours.

51. CALCULUS II — INTEGRAL.

Prerequisites: Regular Mathematics courses through Differential Calculus.

Both semesters.

Staff. Credit, four hours.

52. CALCULUS III — SERIES, PARTIAL DERIVATIVES, MULTIPLE INTEGRALS, AND SOME DIFFERENTIAL EQUATIONS.

Prerequisites: 8 hours of Calculus.

Second semester.

Staff. Credit, two hours.

53. SOLID ANALYTICS.

Prerequisite: Analytical Geometry.

Second semester.

Staff. Credit, two hours.

61. THEORY OF EQUATIONS.

Integral Calculus a prerequisite but may be taken at the same time.

First semester.

Lampen. Credit, three hours.

62. COLLEGE GEOMETRY.

The purpose of this course is to extend the methods of the first course in Plane Geometry to the development of theorems of greater difficulty and of greater interest. New properties of the triangle and the circle are studied. Because of the help to be derived from such a course by those who expect to teach Plane Geometry, and because of pedagogical principles involved in developing it, this course is recommended to those who are planning to teach mathematics. Prerequisite: Analytical Geometry.

First semester.

Lampen. Credit, three hours.

71. DIFFERENTIAL EQUATIONS.

Study of ordinary and partial differentials. Prerequisites: Calculus through Math 52.

Second semester.

Lampen. Credit, two hours.

81. ADVANCED CALCULUS.

Prerequisites: 10 hours of Calculus and Mathematics 53. Open to Seniors only except by special arrangement with instructor. Mathematics 53 may be taken at the same time.

First semester.

Lampen. Credit, three hours.

82. ADVANCED CALCULUS.

Continuation of Mathematics 81.

Second semester.

Lampen. Credit, three hours.

91. READINGS.

A course for seniors who plan to take graduate work in mathematics. Enrollment by permission of chairman of department.

Second semester.

Credit, two hours.

TEACHING OF MATHEMATICS.

See Education 89.

Modern Languages

The courses offered in the first two years of the modern languages, French, German, and Spanish, are designed to provide the student with a good grammatical foundation, to give him some command of the spoken language, to develop a practical reading knowledge, and to cultivate the understanding of other peoples, cultures and institutions as revealed in their literature, periodicals

and national activities. The upper level courses are designed to broaden the student's knowledge as well as give him practical training in the use of the language.

Students who plan to do graduate work in Science are advised to study German and secure a reading knowledge of French; music majors should study German and French. For the Ph.D. degree a reading knowledge of French and German is required in most universities, although in certain cases Spanish may be substituted. For students planning to get an M.A. a reading knowledge of one of the modern languages is usually required.

Two years of study on the high school level will admit a student to the Intermediate course (31) if he passes an examination given at the beginning of the fall term. An examination is required of all students desiring advanced standing in any modern language. Full credit will be granted for any course in addition to the language requirement.

MAJOR: To secure a major in French, German or Spanish the student is required to take twenty-five (25) hours above the first year courses. Not more than eight (8) hours of work on the intermediate level (courses numbered below 50) will be accepted toward a major. To secure a composite major the student must elect a minimum of nine (9) hours advanced study (courses numbered above 50) in one language and five (5) hours in the other.

Students who desire to teach the language should consult with their major professor in regard to the courses and hours required.

For convenience in using the catalog, the course offerings are listed under the departmental titles, which are arranged alphabetically.

85. EUROPEAN TOUR.

In this study tour, opportunity is provided to see many of the finer points of interest in other countries besides the one of concentrated study. In order to receive the two hours credit for the European Tour in French, Spanish, or German, the student must spend at least three weeks in a country speaking that language and must submit satisfactory reports on his observations, these reports to be written in the foreign language under study. Emphasis is placed on the attainment of oral fluency in the language as well as upon comprehension of the foreign culture. A minimum of six weeks are spent in study and travel. When the time and the itinerary permit, other courses from the curricula of the modern language departments may be taught by the Tour Conductor. Prerequisite: Spanish, French, or German 31, 32.
Summer. Brown. Credit, two hours.

Music

*Mr. Cavanaugh, chmn.; Mrs. Baughman, Miss Holleman,
Mrs. Karsten, Mr. Kooiker, Mr. Rietberg, Mr. Rider*

The Music Department of Hope College has two aims: to supply the Liberal Arts student with an elective musical background which will assist him in being aware and appreciative of the growing musical heritage of civilization, and to train the student who wishes to make music his individual vocation. A student in the first group will find ample opportunity to enrich his musical knowledge by enrolling in any of the fundamental Theory courses and any of the Applied Music courses which suit him. A student of the second group, if he wishes to teach music in the school systems, should select the Elementary or Secondary Music Education program; if he does not desire to teach in the schools, but wishes to prepare himself as a performing artist, he should select the Applied Music Major program. Either major course is also designed as a basic program toward continued study in graduate schools of music.

MAJOR: A student who wishes to major in music must start work in the department in his Freshman year, following the suggested schedule closely. See below, page 121, for a suggested outline for the first two years. At the close of his Sophomore year he will make written application to the Chairman of the Department, at which time he will be admitted or rejected as a major in the Music Department by a decision of the Music Faculty. A major in Secondary Music Education requires a minimum of 52 hours in music courses; in Elementary Music Education, 40 hours; and in Applied Music, 44 hours.

Requirements for a major in Secondary Vocal Music Education:

Theoretical Subjects: Music 15, 16, 17, 18, 31, 32, 33, 34, 51, 52, 71, 72, 75, 76—34 hours.
Applied Subjects: Voice (Must reach at least Voice 64)—10 hours.
 Piano 21, 22, 41, 42—4 hours.
Music Electives: 4 hours.
Total: 52 hours.

Every major in Vocal Music Education must put in three full years' work in the Choir or either of the Glee Clubs. It is strongly recommended that the course in Music 56 be taken as a methods course under the Education Department.

Requirements for a Major in Secondary Instrumental Music Education:

Theoretical Subjects: Music 15, 16, 17, 18, 31, 32, 33, 34, 51, 52, 57, 58, 71, 72—34 hours.
Applied Subjects: Major Instrument (Must reach at least Instrument 68)—8 hours. Strings 27, 28; Winds 27; Brass 27; Piano 21, 22—6 hours.
Music Electives: 4 hours.
Total: 52 hours.

Every major in Instrumental Music Education must put in three full years' work in either Orchestra, Band, or Instrumental Ensemble. Course 74 is required as a methods course under the Education Department.

Requirements for a Major in Applied Music:

Theoretical Subjects: Music 15, 16, 17, 18, 31, 32, 33, 34, 51, 52, 71, 72, 57 or 75 — 34 hours.

Applied Subjects: (One combination)

1. Voice (10 hours), Piano (4 hours) and Ensemble (2 hours) — 16 hours.
2. Organ (10 hours), Voice (4 hours) and Ensemble (2 hours) — 16 hours.
3. Piano (10 hours), Voice (2 hours) and Instrument (2 hours) and Ensemble (2 hours) — 16 hours.
4. Instrument (10 hours), Piano (4 hours) and Ensemble (2 hours) — 16 hours.

Total: 50 hours.

Requirements for a Major in Elementary Public School Music:

Theoretical Subjects: Music 15, 16, 17, 18, 33, 34, 56, 71, 72, 74 or 75 — 23 hours.

Applied Subjects: Piano, Voice, Instrument (5 each) — 15 hours.

Music Electives: 6 hours.

Total: 44 hours.

Students desiring to fulfill the minor requirements for teacher certification must elect 15 hours of music. Courses 15, 16, and 56 or 74 or 76 are required.

Theoretical Courses

13. EAR TRAINING AND SIGHT SINGING.

A course designed for any student desirous of becoming more familiar with music. Melodic and harmonic rhythm dictation. For non-majors. Course 13 is strongly recommended for admission to course 56.

First semester.

Rietberg. Credit, two hours.

15, 16. THEORY I.

This is a beginning course for music majors with emphasis on the fundamentals of music. The first semester is devoted primarily to the study of triads, intervals, keys, scales, cadences, sight singing, melodic and harmonic dictation, and keyboard harmony. The second semester introduces seventh chords, modulation, and the study of four-part writing. Dictation and keyboard drill are continued. The course meets daily.

Throughout the year.

Kooiker. Credit per semester, four hours.

17. SURVEY OF MUSIC LITERATURE.

A non-technical study of the various musical styles, designed to establish a basis for the understanding of all types of music. Portions of the course will be devoted to tone color and rhythm, programmatic musical form, and aesthetics.

Both semesters.

Staff. Credit per semester, two hours.

18. MUSIC LITERATURE BEFORE 1750.

Prerequisite: Music 17 or consent of instructor. A study of the music from the time of the Greeks through the works of Bach and Handel, with emphasis on the use of illustrative materials and recordings. Offered alternate years, 1955-1956.

Second semester.

Cavanaugh. Credit, two hours.

31, 32. THEORY II.

Altered chords and resolutions. Ninth, eleventh, and thirteenth chords. Transitions, modulations. Embellishments and figurations. Harmonic analysis. Other scales and the harmony thereof. Original work.

Throughout the year.

Cavanaugh. Credit per semester, three hours.

33. MUSIC LITERATURE OF THE CLASSIC AND ROMANTIC PERIODS.

Prerequisite: Music 17 or consent of instructor. The course includes the history and literature of music after 1750 and extending through the Romantic Period. Special emphasis is placed on the works of Haydn, Mozart, Beethoven, and Schubert. Copious use is made of recordings and selected readings. Individual investigation of special interests and the writing of themes is encouraged. Offered alternate years, 1956-1957.

Second semester.

Kooiker. Credit, two hours.

34. MUSIC LITERATURE SINCE 1900.

Prerequisite: Music 17 or consent of instructor. A study of the styles and development in musical literature of the past fifty years. Contemporary trends and the other art forms will be included, and various individual composers will be studied, as well as the larger schools of musical thought. Offered alternate years, 1955-1956.

Second semester.

Rider. Credit, two hours.

51, 52. FORM AND ANALYSIS.

A practical and analytical course in the structure of music forms as well as the harmonic and polyphonic devices used in major works. Offered alternate years, 1955-1956.

Throughout the year.

Cavanaugh. Credit per semester, two hours.

54. PIANO METHODS.

This course is designed to introduce methods and materials used in teaching elementary and intermediate piano for private and class instruction at all age levels. Students other than piano majors may register upon consent of the piano staff. Offered alternate years, 1956-1957.

Second semester.

Piano Staff. Credit, one hour.

56. ELEMENTARY MUSIC METHODS.

Prerequisite: Music 13 or permission of instructor. Materials in both instrumental and vocal music will be taught. Same as Education 79.

Both semesters.

Holleman. Credit, two hours.

57, 58. ORCHESTRATION AND CONDUCTING.

Prerequisite: Music 32. A detailed study of orchestral and band scoring with emphasis on the technique of the baton and the rehearsal problems of instrumental groups. The first semester will include work with the brass and woodwind ensembles, progressing to the scoring of music for symphonic band. String ensembles and the adaptation of vocal, piano and organ works for symphonic orchestra will be included in the second semester. Offered alternate years, 1956-1957.

Throughout the year.

Rider. Credit per semester, three hours.

71, 72. SENIOR PRO-SEMINAR IN MUSIC.

A required senior music major course designed to assist advanced students in the problems of music and to act as an additional survey of theoretical and music literature materials.

Throughout the year.

Staff. Credit per semester, one hour.

74. SECONDARY INSTRUMENTAL METHODS AND ADMINISTRATION.

A study of the problems peculiar to the teaching of instrumental music in both class and private instruction. Sections will be devoted to the selection of texts and music, the selection, care, and repair of orchestral instruments, and the marching band. The requirements for the first two years as a music major are advisable as a prerequisite. Offered first semester of even-numbered years and the second semester of odd-numbered years. Same as Education 74.

Both semesters.

Rider. Credit, three hours.

75. CHORAL CONDUCTING.

A practical study of conducting choral music. The requirements for the first two years of a music major are advisable as a prerequisite. Offered alternate years, 1956-1957.

First semester.

Cavanaugh. Credit, three hours.

76. SECONDARY VOCAL METHODS.

The study and observation of secondary teaching techniques, with examination of materials. The requirements for the first two years of a music major are advisable as a prerequisite. Offered alternate years, 1956-1957. Same as Education 73.

Second semester.

Holleman. Credit, three hours.

77. MUSIC OF THE CHURCH.

A course designed to help ministers, choir instructors, organists, and singers in a study of the music of the church. Included is a brief history of church music, and the study of hymnology, classification of anthems, and elementary music theory. Recommended for preseminary students.

First semester.

Rietberg. Credit, two hours.

Applied Music Courses

All courses in Applied Music are open to students of varying degree of preparation, from beginners to advanced students. All music majors are required to pass an examination each semester under the jury system, and after approval by a faculty jury are required to give a recital during the senior year. In the case of music education majors, the length of the recital will be determined by the music faculty. Upon request each major student may secure a chart indicating proficiency levels to be attained each year of study. Hope College maintains a Junior Piano Department for students of elementary and high school ages. A schedule of Applied Music fees will be found on page 23, as well as fees for the Junior Piano Department.

A maximum of 3 semester hours of Choir, Band or Orchestra will be allowed as elective credit toward a major in music.

All private lessons are of 30 minutes duration. Lessons in Applied Music will not be made up unless the student notifies the

instructor a reasonable time in advance of his absence. Private lessons falling on legal and special holidays will not be made up. All Applied Music students are required to fulfill practice time requirements, consisting of at least one half hour per day for each weekly voice lesson and at least one hour per day for each weekly piano, organ, or instrumental lesson.

21, 22; 41, 42; 61, 62; 81, 82. Piano
 23, 24; 43, 44; 63, 64; 83, 84. Voice
 25, 26; 45, 46; 65, 66; 85, 86. Organ
 27, 28; 47, 48; 67, 68; 87, 88. Instrument (violin, viola, cello, string bass, flute, oboe, clarinet, bassoon, trumpet, French horn, trombone, percussion.)

The above private lessons are open to all students in relation to their degree of proficiency. There are certain entrance requirements for some of the Applied Music major fields, as follows:

PIANO.

To be admitted as a piano major candidate a student must be able to play the following or at the equivalent level:

1. Major and minor scales in 4 octaves.
2. Technical studies as Czerny or the Sonatinas.
3. The Bach Little Preludes.
4. The Mozart C Major Sonata.

INSTRUMENT.

To be admitted as an instrument major candidate a student shall be required to play, on his major instrument, the following or at the equivalent level:

Violin—

Working knowledge of the first 5 positions, vibrato, major and minor scales through 3 sharps and flats. Etudes by Kayser and Wohlfahrt, and pieces by Bach and Corelli or equivalent.

Clarinet—

Major and minor scales through 3 sharps and flats; Langenus Book II, Baermann Book II; solos such as "Fantasie de Concert" by Avon and "Mazurka" by Mylnarsky or equivalent.

Cornet—

Williams method books I and II, major and minor scales through three sharps and flats; Trumpet Etudes by Hering; selected solos.

CLASS INSTRUCTION.

Class instruction is offered in Voice, Piano, Violin, Cornet, and Clarinet. The course number is the same as that in private instruction with the exception that a small "cl" is added to the number. Individual restrictions are as follows:

Voice Class—

Open to all students, with a limitation of two hours total credit to voice majors and four hours total credit to all other students.

Piano Class—

Open to all beginning students with the exception of piano majors to which it is closed entirely. Limited to two hours total credit.

Instrument Class —

Each instrumental field is closed entirely to the student majoring in that particular field of applied music. Limited to two hours total credit in Violin, one hour total credit in Cornet, and one hour in Clarinet. Violin offered throughout the year, odd years only. Cornet offered second semester, even years. Clarinet offered first semester, even years.

8. PREPARATORY PIANO.

Prospective piano majors unable to meet the above piano entrance requirements will enroll in this course until the deficiency is made up.

No credit.

9. PREPARATORY INSTRUMENT.

Prospective instrument majors unable to meet the above instrument entrance requirements will enroll in this course until the deficiency is made up.

No credit.

10. CHAPEL CHOIR.

Membership of approximately 70 voices determined by audition at the beginning of the Fall term.

Throughout the year.

Cavanaugh. Credit per year, one hour.

10c. CHANCEL CHOIR.

Membership open to all interested students.

Throughout the year.

Rietberg. Credit per year, one hour.

20. ORCHESTRA.

Membership determined by tryouts at the beginning of the Fall term.

Throughout the year.

Rider. Credit per year, one hour.

30. BAND.

Membership determined by tryouts at the beginning of the Fall term.

Throughout the year.

Rider. Credit per year, one hour.

49, 50. PIANO ENSEMBLE.

An applied music course in two-piano work. Standard repertoire of original two-piano compositions of Mozart, Brahms, etc., are used. A fee of \$2.50 per semester is charged. Prerequisites: piano-playing ability of at least a third-grade level.

Throughout the year.

Holleman. Credit per semester, one hour.

69, 70. INSTRUMENTAL ENSEMBLE.

A course designed to acquaint the student with small ensemble literature and give him the opportunity to play as much of it as possible. Prerequisite: Permission of instructor.

Throughout the year.

Rider. Credit per semester, one hour.

Philosophy

Mr. Dykstra, chmn.; Mr. Vander Lugt

The Department of Philosophy aims to meet the needs of three groups of students, and all three have equal claims upon it.

1. The first group is of those interested in the possible contribution of philosophy to a sound liberal education. For these the study of philosophy is an incentive to and an attempt at acquaintance with the integration of the broad areas of human experience and learning.

2. The second group is those whose education is dominated by an interest in specialized areas. For these the department of Philosophy aims to provide both a broadening of interest and acquaintance and a critical analysis of the presuppositions and principles of their specialized area.
3. In the third group are those whose major academic interest is the study of philosophy. For these, the department aims to provide an acquaintance with the perennial problems of human life, an introduction to the great thinkers and the great traditions of thought, and a sense of the importance of sound thinking in the attainment of the objectives of good living.

MAJOR: A minimum of twenty-six hours in the department beyond the introductory course (15) is required for a major. Specific courses required of all majors are: Philosophy 33, 34, 55, 56, 53, 62, 81 or 83, 82 or 84. The whole course program for each major must receive the approval of the departmental advisor, who retains discretionary power to require, as part of the major program, completion of specific courses within the department or outside it.

15. INTRODUCTION TO PHILOSOPHY.

A first course in philosophy which aims to acquaint the students with the ultimate problems of life, and with the fields and methods of philosophical thought. Attention is given to the development of the philosophical habit of mind, and a facility in reading philosophical literature. Open only to Freshmen and Sophomores.

Both semesters.

Credit, two hours.

17. NATURE OF LANGUAGE (GENERAL SEMANTICS).

A course designed to develop the creative thinking ability which consists in clarifying meanings. In developing this skill attention is given to the nature of language as an instrument of thought, to the origin and development of language, to the ways in which language is shaped by and shapes experience, to the kinds of linguistic confusions which result in confusion of thought, and to the possibilities of answering fundamental questions and overcoming conflicts by an analysis of meaning.

Both semesters.

Credit, two hours.

18. REFLECTIVE AND CRITICAL THINKING.

A course designed to develop skill in understanding what various things happen in the processes of thinking and in making critical distinction between valid and invalid processes. In developing those skills attention is given to the kinds of fallacies which commonly occur, to the kinds of psychological hindrances to sound thinking, to the nature of the problem-solving processes, and to the nature of deductive reasoning to the extent that this is used in effective thinking. Extensive application of these methods is made to the various areas of intelligent inquiry which a student encounters in the course of his college education. Freshmen and Sophomores.

Both semesters.

Credit, two hours.

33. ANCIENT PHILOSOPHY.

A survey of ancient Greek and Roman philosophy, with a view to gaining an acquaintance with both the content and method of ancient thought, analyzing the pertinence of ancient thought for contemporary culture.

First semester.

Credit, three hours.

34. MEDIEVAL PHILOSOPHY.

A survey of late Greek religious philosophies and the development, achievement, and the disintegration of Medieval thought, an evaluation of Medievalism as an ideal of an integrated culture, and an investigation of the possible relevance of Medievalism for the contemporary world. Prerequisite: Philosophy 33.

Second semester.

Credit, three hours.

51. BASIC PROBLEMS OF PHILOSOPHY.

A course designed to stimulate the student to ask and wrestle with basic questions in the various broad areas of human experience and so to work out a mature and integrated philosophy of life. Not open to those who have had Philosophy 15.

Both semesters.

Credit, three hours.

53. LOGIC.

An introductory Logic, covering induction and deduction, and introducing the student to symbolic logic as a method of notation. The course is designed to serve the purposes of the liberal arts students in the fields of science and the humanities.

First semester.

Credit, three hours.

55. MODERN PHILOSOPHY.

A survey of philosophical thought from Descartes through German Idealism, with emphasis upon the metaphysical and epistemological problems. Special attention is given to the bases of judgment employed in the several philosophies. Recommended as a background, Philosophy 33, 34.

First semester.

Credit, three hours.

56. CONTEMPORARY PHILOSOPHY.

A survey of the philosophies which are specifically formative in the development of contemporary culture, an attempt to uncover the fundamental issues raised by these philosophies, and an exploration of the possible bases for solution of the problems. Prerequisite: Philosophy 55.

Second semester.

Credit, three hours.

58. PHILOSOPHY OF SCIENCE.

A study of the fundamental concepts of modern science, an attempt at integration of the sciences, an evaluation of their presupposition, and an interpretation of the implications of the scientific world-view for human living. Alternate years, 1956-1957.

Second semester.

Credit, three hours.

61. HISTORY OF ETHICS.

An historical survey of the ethical ideals, chiefly of the Western world, together with their organization into some coherent order, and an examination of the formative principles of ethical thinking. Alternate years, 1956-1957.

First semester.

Credit, three hours.

62. SYSTEMATIC AND APPLIED ETHICS.

A quick survey of the chief types of ethical theory, consideration of the major problems in a theory of value, the metaphysical implications of value, and an exploration of some of the chief problems of contemporary culture from the point of view of an integrated ethical outlook.

Second semester.

Credit, three hours.

75. PHILOSOPHY OF RELIGION.

Clarification of the meaning and grounds of religious belief, and the place of religious belief in a total world outlook. Alternate years, 1957-1958.

First semester.

Credit, three hours.

78. AESTHETICS.

A study of the chief philosophical and psychological theories of aesthetics, an analysis of the creative and recreative aesthetic experience, an exploration of the various media of aesthetic experience, and a study of the principles of aesthetic judgment. Alternate years, 1957-1958.

Second semester.

Credit, three hours.

81 OR 83. READINGS IN PHILOSOPHY.

Designed to permit a more intensive study of selected philosophical works, and to develop more fully the habits of careful analysis and criticism. The courses are taught in alternate years. Prerequisite: consent of the instructor.

First semester.

Credit per semester, two hours.

82 OR 84. ADVANCED PHILOSOPHICAL STUDIES.

Conducted on the basis of individual study or cooperative inquiry by small groups. Subject matter of the course is selected from one of the major fields of philosophy. The courses are taught in alternate years. Prerequisite: consent of the instructor.

Second semester.

Credit per semester, two hours.

Physical Education

Mr. Green, chmn.; Miss Breid, Mr. De Vette, Mr. Brewer

REQUIRED PHYSICAL EDUCATION: All students are required to take two semester courses in physical education activities. These courses are to be taken during the freshman year.

All persons taking physical education activity classes or participating in the intramural program must be checked annually by the college health service. This examination is to be taken during the first two weeks of the first semester for those in the activity classes. Those participating in intramurals must have their physical before the first contest in which they are to take part. Certification of physical condition, in writing, from the college health service must be filed with the department of physical education.

PROGRAM FOR A MINOR IN PHYSICAL EDUCATION:

MEN—Any male student may be granted a minor in physical education for teacher certification by successfully completing Biology 34, Physical Education 31, 51, 52, 63, and 64 (total 16 semester hours) and the physical education activities courses 21 and 22.

WOMEN—Any woman student may be granted a minor in physical education for teacher certification by successfully completing a minimum of 15 hours of credit courses including Biology 34, Physical Education 31, 51, 52, 54, or 56 and either 75 or 76, and the physical education activities courses 11, 12, 15, and 16.

11. FIELD HOCKEY AND GYMNASTICS. (W)

Nine weeks will be given to learning techniques and team strategy as well as actual game play in each of these sports.

First semester.

Breid. Act. credit.

12. VOLLEYBALL AND SOFTBALL. (W)

Nine weeks will be given to learning techniques and team strategy as well as actual game play in each of these sports.

Second semester.

Breid. Act. credit.

14. ARCHERY AND BADMINTON. (W)

This course offers an opportunity to develop skills and to acquire fundamental knowledge in each of these activities.

Second semester.

Breid. Act. credit.

15. FOLK AND SQUARE DANCE. (M,W)

Fundamental rhythms and representative folk dances of various countries, in addition to Early American Square Dances, will be offered in this course.

Both semesters.

Breid. Act. credit.

16. TENNIS AND BASKETBALL. (W)

This course offers an opportunity to develop skills and to acquire fundamental knowledge in each of these sports.

Both semesters.

Breid. Act. credit.

17. BADMINTON AND GOLF. (W)

Nine weeks will be given to the development of skills and to the actual playing of each of these activities.

Second semester.

Breid. Act. credit.

21, 22. PHYSICAL EDUCATION ACTIVITIES. (M)

This is the required course for all men students, and is to be taken in the *freshman* year. The course includes calisthenics, participation in team sports such as touch football, basketball, volleyball and softball, and participation in individual sports such as tennis, badminton, weight lifting, archery, handball, and golf.

Both semesters.

Brewer, De Vette, Green. Acct. credit.

31. INTRODUCTION TO PHYSICAL EDUCATION. (M,W)

This course seeks to orient the student to professional work in this field. It will include history, principles, philosophy, aims and objectives of physical education. Required of all physical education minors, it should be elected in the *freshman* and *sophomore* year.

First semester.

Brewer. Credit, two hours.

51. ORGANIZATION AND ADMINISTRATION OF HEALTH AND PHYSICAL EDUCATION. (M,W)

This course is designed to acquaint the student with the problems of administering a physical education program in a typical public school. The entire program of required, intramural and inter-school physical education is discussed and studied. Prerequisite: Physical Education 31.

First semester.

Breid, Green. Credit, three hours.

52. ANATOMY AND KINESIOLOGY. (M,W)

A comprehensive study of the musculo-skeletal system and its action, with special reference to the field of health and physical education. Biology 11 and 34 recommended prerequisites.

Second semester.

Green. Credit, three hours.

54. COMMUNITY RECREATION. (M,W)

This course traces the development of the modern recreational movement, studies the principles and practices in the organization of recreational group work, and presents the methods of planning and administering community recreation programs. This course is valuable for those planning to enter the ministry, teaching, scout work, or religious education, as well as for those who plan to enter community recreation work.

Second semester.

Breid. Credit, two hours.

56. FIRST AID (M,W)

A general course designed to acquaint the student with methods of giving aid in case of accident or sudden illness. Alternate years, 1958-1959.

Second semester.

Breid. Credit one hour.

63. FUNDAMENTALS AND TECHNIQUES OF FOOTBALL AND BASKETBALL. (M)

A study of the fundamentals of these sports and the techniques and theories of coaching them at the high school level. A study of the rules is included. The course requires three class meetings a week. Football will be studied the first eight weeks and basketball the last eight weeks of the semester. Academic credit will be given only to students minoring in physical education. Not open to freshman.

First semester.

De Vette. Credit, two hours.

64. FUNDAMENTALS AND TECHNIQUES OF BASEBALL AND TRACK. (M)

A study of the fundamentals of these sports and the techniques and theories of coaching them at the high school level. A study of the rules is included. The course requires three class meetings a week. Baseball will be studied the first eight weeks and track the last eight weeks of the semester. Academic credit will be given only to students minoring in physical education. Not open to freshmen.

Second semester.

De Vette, Brewer. Credit, two hours.

68. ANALYSIS OF PHYSICAL EDUCATION SKILLS. (M,W)

The course is devoted to a study of the mechanics involved in the performance of the movements used in team, dual and individual sports. Physical education 31 and 52 recommended prerequisites.

Second semester.

Green. Credit, two hours.

69. ATHLETIC TRAINING AND CONDITIONING. (M)

The student is introduced to the procedures used in treating injuries and is taught to observe and recognize the symptoms which indicate very serious injury. Prerequisite: Physical Education 31.

Second semester.

Green. Credit, one hour

73. TEACHING AND OFFICIATING TEAM SPORTS. (W)

The analysis of skills, teaching progressions, class organization and testing procedures for hockey, speedball, soccer, and volleyball will be covered in three hours each week of either lecture or practical laboratory work in an activity class. In addition, the technique of officiating and the knowledge of the organization of intramurals will be acquired through assisting in the Women's Intramural program one hour each week. Alternate years, 1957-1958.

First semester.

Breid. Credit, two hours.

74. TEACHING AND OFFICIATING TEAM SPORTS. (W)

The analysis of skills, teaching progressions, class organization and testing procedures for basketball and softball will be covered in three hours each week of either lecture or practical laboratory work in an activity class. In addition, the technique of officiating and the knowledge of organization of intramurals will be acquired through assisting in the Women's Intramural program one hour each week. Alternate years, 1957-1958.

Second semester.

Breid. Credit, two hours.

75. TEACHING PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL. (M,W)

This course is designed to acquaint the student with the games, rhythms, story-plays, and other physical activities suitable for each of the elementary grades. Specific attention is given to objectives and methods of organization and each student is required to do practice teaching in these activities as part of the class work. Elective to prospective elementary school teachers and women taking a minor in Health and Physical Education.

First semester.

Breid. Credit, two hours.

76. TEACHING PHYSICAL EDUCATION IN THE SECONDARY SCHOOL. (W)

This course consists of a thorough study of the fundamentals and rules of games of higher organization, and of mass and individual sports. Practical experience is given in lesson planning, organizing, teaching and officiating. Alternate years, 1956-1957.

Second semester.

Breid. Credit, two hours.

Physics

Mr. Kleis, chmn.; Mr. Frissel

MAJOR: A major in Physics can be met by completion of twenty-five semester hours of courses approved by the head of the department.

11. METEOROLOGY.

A study of the various physical processes and laws underlying the phenomena of weather and climate. Such topics as the composition of the atmosphere, the physical behavior of dry air and moist air, including normal, dry adiabatic, and saturated adiabatic lapse rates, clouds, fogs, precipitation, radiation, migratory cyclones and anticyclones, fronts, air masses and source regions are considered.

First semester.

Kleis. Credit, two hours.

12. PHYSICAL SCIENCE.

An introductory course in Physical Science, designed for non-science students. It aims not only at a presentation of fundamental concepts and theories but also a philosophy of science.

Second semester.

Kleis. Credit, four hours.

21. MUSICAL ACOUSTICS.

An introduction to the fundamental laws of acoustics which have to do with the production and transmission of musical sounds. This course is intended for music students and may not be counted toward a major in Physics. Offered on demand.

Second semester.

Frissel. Credit, two hours.

31, 32. GENERAL PHYSICS.

First semester: mechanics of solids and liquids, sound and heat. Second semester: magnetism electricity, and light. Recitation, four hours; laboratory, one period per week. Must be preceded by Mathematics 14.

Throughout the year.

Kleis. Credit per semester, five hours.

33. SLIDE RULE.

A one semester course giving the basic fundamentals of the slide rule plus a working knowledge of the scales used for problems involving multiplication, division, square and cube root, trigonometry, logarithms and powers of numbers. Prerequisite: Mathematics 14.

Both semesters.

Frissel. Credit, one hour.

51. MODERN PHYSICS.

An advanced course in which are studied some of the developments of physics since the discovery of radioactivity with a special emphasis upon the subject of atomic structure.

First semester.

Kleis. Credit, three hours.

52. NUCLEAR PHYSICS.

This course is an effort to examine both the assumption upon which nuclear theory is built and results predicted by the theory; it also includes a study of important experiences and experimental methods. Physics 51 is a prerequisite. Alternate years, 1956-1957.

Second semester.

Frissel. Credit, three hours.

53. ELECTRONICS.

An introductory course dealing with tube characteristics and operation, circuit analysis, rectification, amplification systems and photo-electricity. Prerequisites: Physics 32, and Mathematics 31, 51.

First semester.

Frissel. Credit, three hours.

54. ELECTRONIC CIRCUITS.

A continuation of Physics 53. Application of fundamentals of electronics including transistors, in circuits of oscilloscopes, radio and television. Two hours lecture, one laboratory period.

Second semester.

Frissel. Credit, two hours.

61. ANALYTICAL MECHANICS.

An advanced course in statics. It is recommended to students interested in physics, astronomy, engineering, and applied mathematics. Prerequisites: Mathematics 31 and 51. Physics 31 and 32.

First semester.

Frissel. Credit, three hours.

62. ANALYTICAL MECHANICS (DYNAMICS).

An advanced course in dynamics continuing studies on kinetics of a particle, impulse, momentum, work and energy, and dynamics of a rigid body. Prerequisites: Mathematics 31, 51, and Physics 61.

Second semester.

Frissel. Credit, three hours.

71. ELECTRICITY AND MAGNETISM.

An advanced course in electricity and magnetism. Recitation, three hours; laboratory, three hours. Prerequisites: Mathematics 31 and 51.

Second semester.

Frissel. Credit, four hours.

72. PHYSICAL OPTICS.

An intermediate course in light continuing the study of wave motion, spectra, refraction, reflection, diffraction, polarization, quantum theory, etc. Alternate years, 1957-1958.

Second semester.

Frissel. Credit, three hours.

91. SPECIAL PROBLEMS.

This course is designed to give students majoring in physics a chance to do work in a field in which they have a special interest. By permission of chairman of department.

Both semesters.

Staff. Credit, by arrangement.

Psychology

Mr. De Haan, chm.; Mrs. Wilson

Psychology is the science of human behavior. An understanding of the causes and conditions which lead men to behave as they do is essential to a solution of the problems which arise in personal and social affairs.

Students whose vocational interests lie in the areas of education, social work, the ministry, personnel work, medical practice, or other fields involving intimate personal contacts, will find psychology an aid to understanding themselves and their relationship to those with whom they are to work.

MAJOR: Students who wish to major in psychology should make application to the chairman of the department by the close of the sophomore year. Specific requirements include: a minimum of 25 semester hours in psychology, including courses numbered 31, 54, and 61; Biology 11, 12; and Sociology 31. For those intending to pursue graduate work in psychology or a closely related field, such as Personnel Administration or Social Work, Psychology 36, 71; Biology 61; and Philosophy 53 are strongly recommended.

31. INTRODUCTION TO PSYCHOLOGY.

A beginning course in the scientific study of human behavior. Prerequisite: Sophomore standing or consent of the instructor.

Both semesters.

Staff. Credit, three hours.

36. CHILD PSYCHOLOGY.

A survey of the major facets of the whole child from conception to adolescence. Emphasis placed on understanding modification of growth and development resulting from influences of environmental factors. Prerequisite: Psychology 31.

First semester.

Wilson. Credit, two hours.

38. ADOLESCENT PSYCHOLOGY.

A study of the development changes taking place during the years of transition from childhood to maturity, with particular emphasis upon how these changes affect the eventual psychological make-up of the individual. Prerequisite: Psychology 31.

Second semester.

De Haan. Credit, three hours.

52. INDUSTRIAL PSYCHOLOGY.

A study of the application of psychological principles to business and industry. Includes an examination of methods used in employee selection, placement, and motivation; in maintaining good employee relations; and in the development of effective supervision and leadership.

Second semester.

De Haan. Credit, three hours.

53. SOCIAL PSYCHOLOGY.

A study of the psychological principles underlying group behavior and the effect of social conditions in determining individual behavior. Prerequisite: Psychology 31.

First semester.

De Haan. Credit, three hours.

54. PSYCHOLOGY OF PERSONALITY.

An examination of the personality of normal individuals. Includes an examination into the nature of personality, its development and organization, and a consideration of the dynamics of behavior. Prerequisite: Psychology 31.

First semester.

Wilson. Credit, three hours.

55. EDUCATIONAL PSYCHOLOGY.

Same as Education 52.

Second semester.

Credit, three hours.

58. PSYCHOLOGY OF BEHAVIOR DISORDERS.

An introduction to the study of human behavior pathology. Includes an investigation into the etiological factors involved in the development of behavior disorders, a study of the common syndromes in terms of the dynamics involved, and a survey of therapeutic measures. Prerequisites: Psychology 31 and 54.

Second semester.

Wilson. Credit, three hours.

61. INTRODUCTORY STATISTICS.

Same as Mathematics 35.

First semester.

Credit, two hours.

62. PSYCHOLOGY OF EXCEPTIONAL CHILDREN.

Understanding the child who deviates in either direction mentally, physically, emotionally, and socially from the average trend for his age group and the effects of the deviations upon the behavior of the child.

Second semester.

Wilson. Credit, two hours.

64. TESTS AND MEASUREMENTS.

An introduction to the interpretation and construction of tests. The student will be introduced to the more commonly used tests of intelligence, achievement, interests and aptitude. Same as Education 64. Prerequisite: Psychology 31. Alternate years, 1956-1957.

Second semester.

Wilson. Credit, two hours.

71. PSYCHOLOGY OF LEARNING.

A survey of the conditions which determine learning and retention. Prerequisite: Psychology 31. Alternate years, 1957-1958.

Second semester.

De Haan. Credit, two hours.

73. HISTORY AND SYSTEMS.

A study of the various contemporary schools of psychology.

First semester.

De Haan. Credit, two hours.

91. PSYCHOLOGICAL STUDIES.

An individual course for advanced students of superior ability who plan to take graduate work in psychology, and who wish additional preparation in specialized areas of the field. Permission of the Chairman of the department is required before registering for this course.

Both semesters.

Staff. Credit, two hours.

Religion and Bible

Mr. Voogd, chmn.; Mr. Hilmert, Mr. Ponstein, Mr. Vander Lugt

Courses in the Department of Bible and Religion are regarded as an integral part of the college curriculum and nine semester hours are required of all students for graduation. Bible 71 must be taken by all students. Concerning the remaining six hours see page 43 of catalog.

MAJOR: For those contemplating religious work at home or abroad, for whom Hope College must furnish the major part of their training, a major in the department of Religion and Bible or Religious Education is advised. Students planning to enter a Theological Seminary are advised to follow the program for Christian ministry that has been set up. (See page 112 of catalog.) A major in Religion

and Bible shall consist of a minimum of twenty-six hours in the department and a maximum of thirty hours. Students majoring in Religion and Bible should see the head of the department to secure approval of their course program.

11. BIBLE SURVEY.

The purpose of this course is to enable the student to acquaint himself with the basic content of the Old and New Testaments. Required of all students who do not pass the Bible proficiency test.

Both semesters.

Ponstein. Credit, two hours.

12. CHRIST IN THE GOSPELS.

The purpose of this course is to analyze the person and work of Jesus Christ as presented in the gospel records.

Both semesters.

Hilmert. Credit, two hours.

31. THE APOSTOLIC AGE.

A study of the founding and expansion of the early Christian Church, with a discussion of its problems and their relevance to the church today.

Both semesters.

Ponstein. Credit, two hours.

51. OLD TESTAMENT HISTORY.

The primary aim of this course is to acquaint the student with the history and basic religious concepts of the Old Testament record.

Both semesters.

Voogd. Credit, two hours.

61. MODERN RELIGIOUS MOVEMENTS.

A study of the history and teachings of such religious movements as Mormonism, Spiritism, Christian Science, Jehovah's Witnesses, etc. Alternate years, 1956-1957.

First semester.

Ponstein. Credit, two hours.

62. NON-CHRISTIAN RELIGIONS.

A study is made of selected leading non-Christian religions including Mohammedanism, Confucianism, Hinduism and Buddhism. Attention is given to the historical development and doctrinal emphases of these faiths and their relation to Christianity. Alternate years, 1956-1957.

Second semester.

Voogd. Credit, two hours.

64. THE HEBREW PROPHETS.

A study of the messages of the Hebrew prophets in their historical setting and their relevance to the present time. Alternate years, 1956-1957.

Second semester.

Ponstein. Credit, two hours.

65. THE PSALMS OF THE OLD TESTAMENT.

An analysis of the nature and form of Hebrew poetry followed by a study of the Psalms as related to human experience and divine revelation. Alternate years, 1958-1959.

First semester.

Voogd. Credit, two hours.

71. THE PHILOSOPHY OF THE CHRISTIAN RELIGION.

A study of the Christian conception of the nature of God, of man and of the world, including a consideration of the relation of the natural to the supernatural, the significance of revelation, and the person of Jesus Christ. Required senior year.

Both semesters.

Voogd. Credit, three hours.

78. HISTORY OF RELIGION IN AMERICA.

A study of the history of the various religious movements in our own country, from colonial times to the present day. Alternate years, 1957-1958.

First semester.

Ponstein. Credit, three hours.

81. ARCHAEOLOGY AND THE BIBLE.

In this course archaeological discoveries are studied with special reference to material corroborative of the Biblical narratives. Alternate years, 1957-1958.

Second semester.

Voogd. Credit, two hours.

83. INTERTESTAMENTARY HISTORY.

This course will cover the period from the end of the Babylonian exile of the Hebrew people to the Roman period and the birth of Christ. It treats the history of the Persian, Alexandrian and Roman empires, and the Maccabean era of Jewish independence, as they relate to Biblical history. Alternate years, 1957-1958.

First semester.

Voogd. Credit, two hours.

Religious Education

Mr. Hilmert

The courses in Religious Education are designed primarily to train young people of purpose and consecration to fit themselves for lay positions in the church. They are professional courses aiming to enable the student to apply his knowledge of the Bible and religion and other allied fields to his specific vocational tasks.

A certificate of proficiency in religious education will be awarded students who complete a total of twelve semester hours in the department, including courses numbered 33, 34 and 61.

For students who are interested in preparing for some special area of church work, a Bachelor of Arts degree with an appropriate major or composite major plus the professional courses in Religious Education is recommended. The major will vary according to special interests and needs. See below, page 113, for a more complete description of special course programs for those planning to enter church work.

SPECIAL STUDENTS: Students who are interested in preparing themselves for a special area of church work, but who do not plan to follow the general course requirements for a Bachelor's degree, may register as special students and elect those studies in which they have a specific interest. Such students must manifest superior personal and spiritual qualities in order to be admitted to this program. They should consult the director of Religious Education and work out with him a course schedule to fit their needs.

33. PRINCIPLES OF RELIGIOUS EDUCATION.

A study of the processes and outcomes of religious education based on an understanding of the psychology of religious experience and the principles of human development. Prerequisite: introductory course in Psychology or consent of the instructor.

First semester.

Credit, three hours.

34. PRINCIPLES OF RELIGIOUS EDUCATION.

A study of the curriculum, methods and materials of religious education in the local church. Prerequisite: Religious Education 33.

Second semester.

Credit, three hours.

36. ADMINISTRATION OF RELIGIOUS EDUCATION.

The organizational patterns and administrative problems of religious education in the local church.

Second semester.

Credit, two hours.

53. THE CHURCH'S MISSIONARY ENTERPRISE.

The home and foreign missionary work of the church, its history, problems and present situation. Special attention will be given to the missions of the Reformed Church in America. Alternate years, 1955-1956.

First semester.

Credit, two hours.

54. PERSONAL COUNSELING.

A study of the principles and techniques of helping people with emotional and spiritual problems on a non-professional level. This involves some understanding of the dynamics of individual behavior and the psychological interpretation of the religious process. Special emphasis is laid on the application of these principles and techniques to the task of evangelism. Alternate years, 1954-1955.

Second semester.

Credit, two hours.

56. RECREATIONAL LEADERSHIP.

Same as Physical Education 54. (Community Recreation).

Second semester.

Credit, two hours.

61. GROUP LEADERSHIP.

A study of the dynamics underlying member-participation and the role of the leader in small groups, with special application to classroom procedures and with emphasis on the personal growth and therapeutic values of group process. Principles studied are valid for all groups. Conducted as a workshop. Registration limited to 20.

First semester.

Credit, two hours.

77. MUSIC OF THE CHURCH.

Same as Music 77.

First semester.

Credit, two hours.

Sociology

Mr. Vanderham, chmn.; Mrs. Hadden, Mr. Hinga

Sociology is the study of man in his group activities. The main purpose of the department is to present some fundamental social facts in an orderly manner which have grown out of human history and current social research.

The focus of attention is on human interaction, its development and its meaning. Every professional field, therefore, finds in sociology the means of better understanding. Human interaction occurs in the teacher's classroom, in the minister's congregation, among the social worker's clients and the doctor's patients. In the business office or workshop, the political party, the village of the missionary, or in each family there is need for such understanding.

Professional opportunities: A professional sociologist with graduate training finds ample opportunities in college teaching at the undergraduate or graduate level or in specialized schools such as seminaries, medical schools and schools of social work. More and more opportunities are opening up in secondary school systems. Private and public research and civil service offers further opportunities.

Social work offers the largest job opportunity for an undergraduate sociology major. Hospitals, child guidance clinics, adoption centers, settlement houses, county, state and federal public assistance offices, police and prison work, visiting teacher and school counseling, and marriage counseling are but a few places in desperate need of either undergraduate or graduate trained people. See below, page 122, for further information.

MAJOR: A major in sociology requires a minimum of 25 hours of courses from the offerings listed below. The course sequence must be approved by the department advisor. Sociology 90 is required of all majors.

31. INTRODUCTORY SOCIOLOGY.

A study of the structure of society and how it functions. The method of sociological investigation and some of the research results show the principles of people interacting in their social groups. Such principles help explain one aspect of such things as mob behavior, learning in the classroom, voting habits, loyalty to home and country. This is a basic course and prerequisite for nearly every other sociology course. Prerequisite: Sophomore standing.
Both semesters. Vanderham. Credit, three hours.

32. SOCIAL PROBLEMS.

Attention is centered on social maladjustment with a view to its amelioration or solution. Problems studied include crime, race relations, family disorganization, war, etc. Prerequisite: Sociology 31.
Both semesters. Hinga. Credit, three hours.

41. INTRODUCTION TO ANTHROPOLOGY.

A study of the characteristics of primitive societies—the organization of the life and thought of these peoples, including the cultural attainments. Illustrative applications of anthropology in modern life are part of the study.
First semester. Vanderham. Credit, three hours.

50. SOCIAL ANTHROPOLOGY.

A study of the social organization of our primitive contemporaries around the world. Representative primitive peoples used in the study may vary depending on the specific interests of the class. Literature covers primitives of the South Seas, Africa, Asia, South America, the arctic Eskimo and Indians of North America. Special emphasis is directed to the process of social change and its influence on total society. Prerequisite: Sociology 31 and 41. Alternate years, 1957-1958.
Second semester. Vanderham. Credit, two hours.

51. HISTORY OF SOCIAL THOUGHT.

A study of the gradual development of social theory through the centuries, including the rise of academic sociology. Prerequisite: Sociology 31. Alternate years, 1956-1957.
First semester. Vanderham. Credit, three hours.

56. URBAN-RURAL SOCIOLOGY.

A study of the living arrangement of people and the attending problems of rural and urban life including the modern suburban movement. The interplay of the forces of organization and disorganization, the distribution of activities to serve basic human needs and the understanding of such things as value patterns and stratification systems is part of the study. Prerequisite: Sociology 31. Alternate years, 1956-1957.
Second semester. Vanderham. Credit, three hours.

57. SOCIAL PSYCHOLOGY.

Same as Psychology 53.
First semester. Credit, three hours.

58. THE FIELD OF SOCIAL WORK.

A survey of the Field of Social Work as a whole for preprofessional students of social work and allied fields—ministry, medicine, teaching, law. Analysis of social work philosophy, social work practice, and job requirements. Illustrations from each field to be presented and interpreted by an active practitioner in the field. Occasional field observation trips constitute an integral part of the course. Prerequisite: Sociology 31.
First semester. Hadden. Credit, two hours.

65. COMMUNITY ORGANIZATION.

A study designed to trace and understand the forces operating in the community that promote services and maintain community solidarity. Leadership and action programs are studied in a sociological framework to understand where they succeed or fail. Research techniques and literature in community studies are a part of the course. Prerequisite: Sociology 31. Alternate years, 1957-1958.

First semester.

Vanderham. Credit, three hours.

71. INTRODUCTION TO SOCIAL CASE WORK.

An orientation course in case work introducing methods of giving services to individuals through social agencies. Analysis of federal, state, and local welfare structure, finance and personnel to be included. Also field observations in Ottawa County Bureau of Social Aid for a limited number of students. A Civil Service Examination may constitute the final examination. Prerequisites: Sociology 31 and 58.

Second semester.

Hadden. Credit, two hours.

72. THE FAMILY AND MARRIAGE RELATIONS.

A systematic and practical exposition on the problems of courtship, child guidance and domestic harmony stressing the importance of proper marital relationship in the life of the individual as well as to society in general. Sociology majors taking the course for sociology credit will be required to write a paper on some sociological aspects of family or family life. Prerequisite: Senior standing.

Second semester.

Vanderham. Credit, two hours.

73. CRIMINOLOGY.

A course on the nature and the causes of crime and of the methods of dealing with adult and juvenile offenders. Prerequisite: Sociology 31. Alternate years, 1957-1958.

First semester.

Vanderham. Credit, two hours.

75. INTRODUCTORY STATISTICS.

Same as Math 35.

First semester.

Credit, two hours.

90. COMMUNITY RESEARCH.

A course designed to introduce Sociology majors to the application of some basic research techniques applied in individual or group field projects. A problem is chosen, a research project is designed, the design is executed in the local community or campus and a thorough report of problems met and conclusions drawn is written. Offered on student demand. Prerequisite: Sociology 65.

Vanderham. Credit, two hours.

Spanish

Mr. Brown, chmn.; Mrs. Prins

A general statement of the aims and recommendations of the modern Foreign Languages is found on page 78.

MAJOR: A minimum of twenty-five (25) hours above the elementary course (11, 12), is required. Not more than eight hours of work on the intermediate level (courses numbered below 50)

will be accepted toward a major. To secure a composite major the student must elect a minimum of nine hours of advanced study (courses numbered above 50) in one language and five in the other.

Students who desire to teach the language should consult with their major professor in regard to the courses and hours required.

11, 12. ELEMENTARY SPANISH.

A first year course in the essentials of pronunciation and grammar; graded reading of modern Spanish texts; aural and oral practice. For students with no previous study of Spanish.

Throughout the year.

Prins. Credit per semester, four hours.

31, 32. INTERMEDIATE SPANISH.

The purpose of the course is to teach the student to express himself in Spanish, both written and oral. Grammar review, free composition, and study of idioms and vocabulary all contribute to this end. Reading assignments are used as a basis of conversational practice and progressively more oral Spanish is used in the classroom until by mid second semester, the course is conducted entirely in Spanish. Students are encouraged to do extensive outside reading. Prerequisite: Spanish 11, 12, or two years of high school Spanish.

Throughout the year.

Brown. Credit per semester, four hours.

51. GOLDEN AGE SHORT STORY.

Reading of the *Celestina*, the short stories of Cervantes, and other short prose fiction of the Golden Age. Conducted in Spanish. Prerequisite: Spanish 31, 32 or permission of the instructor. Alternate years, 1957-1958.

First semester.

Brown. Credit, three hours.

52. GOLDEN AGE DRAMA.

Extensive readings and class discussions of the theatre of Lope de Vega, Tirso de Molina, Alcarcon, Calderon, and others. Conducted in Spanish. Prerequisite: Spanish 31, 32 or permission of the instructor. Alternate years, 1957-1958.

Second semester.

Brown. Credit, three hours.

53. SPANISH CONVERSATION AND COMPOSITION.

Intensive practice in speaking and writing Spanish designed to train the student to express himself freely and adequately in the language. Free composition. Presentation of original skits to dramatize real life situations. Conducted in Spanish. Prerequisite: Spanish 31, 32 or permission of the instructor.

First semester.

Brown. Credit, two hours.

54. COMMERCIAL SPANISH.

Practical exercises in commercial letter writing and in the proper use of commercial and industrial terminology as related to business between the Americas. Conducted in Spanish. Prerequisite: Spanish 31, 32 or permission of instructor. Offered on demand.

Second semester.

Brown. Credit, two hours.

55. HISPANIC CIVILIZATION.

An attempt to explain the development of Hispanic culture in both the Old and New Worlds. Historical and geographical backgrounds will be studied as well as some works of literature in translation. Especial emphasis will be placed on explaining the many differing societies to be found in present-day Latin-America. No knowledge of Spanish is necessary. Course open to all students. Given every third year, 1958-1959.

First semester.

Brown. Credit, three hours.

56. SPANISH-AMERICAN NOVEL.

From the gaucho novel of Argentina to the novel of the Mexican revolution, the diversity of life in the many Spanish-speaking states is revealed. Literary movements are traced from the romanticism of Jorge Isaacs to the naturalism of Manuel Galvez and on to the americanismo of contemporary writers. Prerequisite: Spanish 31, 32 or permission of the instructor. Every third year, 1956-1957.

Second semester.

Brown. Credit, four hours.

57. BRAZILIAN PORTUGUESE.

A course in the language of Brazil designed for students who already know Spanish. Due to linguistic similarities, those who know Spanish can learn Portuguese easily and rapidly. Course begins with the elements of grammar and continues to include extensive reading and free composition. Prerequisite: Spanish 31, 32 or permission of the instructor. Every third year, 1957-1958.

First semester.

Brown. Credit, four hours.

58. BRAZILIAN LITERATURE.

A study of the literature of Portuguese America with emphasis upon the modern novel. Readings will be selected to show the diverse factors of life in the far-flung regions of this half of South America. Course will begin with the classic realism of Machado de Assis, study the accomplished naturalism of Aluizio Azevedo and terminate with writers of the contemporary scene, such as Jorge Amado, Jose Lins do Rego, and Erico Verissimo. Every third year, 1957-1958.

Second semester.

Brown. Credit, four hours.

61. NINETEENTH CENTURY SPANISH NOVEL.

Reading of a few of the Spanish romantics, followed by a study of the development of the realistic and naturalistic novel in the latter part of the century. Conducted in Spanish. Prerequisite: Spanish 31, 32 or permission of the instructor. Alternate years, 1958-1959.

First semester.

Brown. Credit, three hours.

62. CERVANTES AND HIS AGE.

A study of Cervantes' artistic creation and relation to the culture of the sixteenth century. Reading of the entire *Don Quijote* in class. Supplementary readings in other Golden Age writings. Prerequisite: Spanish 31, 32 or permission of the instructor. Every third year, 1956-1957.

First semester.

Brown. Credit, three hours.

71. SURVEY OF SPANISH-AMERICAN LITERATURE.

A survey of Spanish-American poetry and prose, exclusive of the novel, from the time of the conquest to the present day. Special study of the *modernista* and contemporary poets. Prerequisite: Spanish 31, 32 or permission of the instructor. Every third year, 1958-1959.

Second semester.

Brown. Credit, three hours.

72. CONTEMPORARY SPANISH NOVEL.

A continuation of course number 61 tracing the development of the novel into the twentieth century and the "generation of '98". Conducted in Spanish. Prerequisite: Spanish 31, 32 or permission of the instructor. Alternate years, 1958-1959.

Second semester.

Brown. Credit, two hours.

75. TOUR OF MEXICO.

A 25 day automobile trip to Mexico and back is offered students of Spanish at nominal expense generally between the end of the Summer Session and the

opening of the Fall Session. Points of interest around Mexico City are visited and ample opportunity for conversational practice is afforded. The tour is conducted by a member of the department and provides opportunity for group discussion, reports, and evaluations such as will integrate the study of the language with the culture under observation. While the minimum length of the Tour of Mexico is 25 days, it may on occasion be extended so that other courses in the department may be taught in Mexico. Prerequisite: Spanish 31, 32. Alternate years, 1957.

Summer.

Brown. Credit, two hours.

76. MEXICAN LITERATURE.

A short survey of Mexican literature including selected works of the outstanding poets and novelists from colonial times to the present. Alternate years, offered on Tour of Mexico 1957.

Summer.

Brown. Credit, two hours.

81. GALDOS AND HIS AGE.

A study of nineteenth century Spain as reflected in the century's greatest author, Galdos. Several of his *Episodios Nacionales* will be read as well as some contemporary novels and a play. Conducted in Spanish. Prerequisite: Spanish 31, 32 or permission of the instructor. Alternate years, taught on European Tour 1956.

Summer.

Brown. Credit, three hours.

85. EUROPEAN TOUR.

See above under Modern Languages, page 79 for description of this course.

Summer.

Credit, two or four hours.

TEACHING OF MODERN LANGUAGES.

See Education 84.

Speech

Mr. Schrier, chmn.; Mr. Ried, Mr. De Witt

Courses in Speech may be compared to a tuning-fork, the handle represented by the basic courses 11 and 34, and the two prongs by courses in the so-called self-expressive and interpretive phases of speech. Anyone majoring in Speech is expected to acquire proficiency in both of the latter fields. A major in Speech consists of twenty-two semester hours in addition to Speech 11, and should include courses 34, 37, 38, 41, 51, 53, 59, and either 52 or 54, or 63 or 73.

11. FUNDAMENTALS OF SPEECH.

Theory and practice of public speaking, with major emphasis upon delivery and bodily action, and the attainment of the objectives of confidence and contact. Required of all freshmen. Speech 11 is a prerequisite to all other courses in speech.

Both semesters.

Staff. Credit, two hours.

34. PUBLIC SPEAKING.

Intended as a logical continuation of 11. Continued stress upon delivery with major emphasis upon voice control, and also introductory to the fields of interpretation and speech composition. Prerequisite: Speech 11.

Second semester.

Ried, Schrier. Credit, two hours.

37. INTERPRETATION.

The reading of prose and poetry from the book and from memory. Development of intellectual and emotional understanding of material read, and practice on the techniques of expression. Prerequisite: Speech 11.

First semester.

De Witt. Credit, two hours.

38. INTERPRETATION.

Continuation of 37 with emphasis on preparation for public performance. Superior students will be given opportunity to read to audiences other than the class audience. Prerequisite: 37.

Second semester.

De Witt. Credit, two hours.

41. FUNDAMENTALS OF DRAMA.

A survey of drama structure and types and of Theatre History. Prerequisite to Speech 59 and Speech 61.

First semester.

De Witt. Credit, two hours.

51. ARGUMENTATION AND DEBATE.

The underlying principles of debating and argumentation are studied. Classroom debates upon current topics. Briefing, techniques of securing conviction studied and applied. Conduct of meetings and parliamentary procedure.

Second semester.

Ried. Credit, three hours.

52. GROUP DISCUSSION.

Principles and methods of discussion and conference, with practical application through the round table, panel, symposium, and forum-lecture in the discussion of contemporary problems. Conduct of meetings and parliamentary procedure.

First semester.

Ried. Credit, three hours.

53. PERSUASION.

An advanced speech course with major emphasis upon speech composition and audience psychology; discussions on collecting and preserving material, organization and adaption of speeches; study of the impelling motives and factors of attention; group and crowd behavior. Required for pre-seminary students. Prerequisite: 34 or 37.

First semester.

Schrier. Credit, three hours.

54. FORMS OF PUBLIC ADDRESS.

A study of some of the leading forms of public address such as courtesy and goodwill speeches, the legal speech, the radio speech, after-dinner speeches, the political speech, the commencement speech, and lecture. Analysis of models. Prerequisite: Speech 53.

Second semester.

Schrier. Credit, three hours.

55, 56. DEBATE SEMINAR.

An intensive study of one or two questions used in intercollegiate debates for the year. Library research, preparation of briefs, and much practice in speaking. Prerequisite: Speech 51 and one year on college debate squad.

Throughout the year.

Ried. Credit per semester, two hours.

59. THEATRE PRODUCTION I.

A survey course in staging, stage lighting, costuming, make-up and business. Prerequisite: Fundamentals of Drama — Speech 41.

Second semester.

De Witt. Credit, three hours.

63. THEATRE PRODUCTION II.

A course in acting and directing. Prerequisite: Fundamentals of Drama—Speech 41.

Second semester.

De Witt. Credit, three hours.

71. ORATORY.

Preparation in the research, composition, and delivery of orations for the local and intercollegiate oratorical contests sponsored by the college. Prerequisite: permission of instructor.

First semester.

Schrier. Credit, one or two hours.

73. PUBLIC RECITAL.

A course in the planning and presentation of public recitals, designed for advanced students of Interpretation. Credit given only after satisfactory public performances. Prerequisite: 38. Given on demand.

First semester.

Credit, two hours.

75. DRAMA SEMINAR.

The seminar gives opportunities to those students who wish to study more intensively certain fields of drama, such as: Dramatic Literature, Scenic Design, Costume Design and Construction, Stage Lighting, and Directing. Prerequisites: Speech 41, 59 and 62. Given on demand.

Either semester.

Credit, two hours.

Part Four

PROGRAMS of
STUDY

Suggested Programs of Study

The liberal arts college is designed to help students live more adequately, and this aim includes preparation for effective and constructive service in a vocation. All of the study that a student does in college can have significant vocational value. In fact industry and business, professional schools, and government agencies are increasingly emphasizing the importance of a broad base of liberal art subjects as the most significant vocational preparation an undergraduate college can give. However, in the present age of technology and specialization, there is need for some intelligent pointing of the student's program toward a field of vocational activity. Furthermore, the college curriculum is planned to include some courses which give specific professional training for vocations in which the collegiate years are the final period of preparation.

On the succeeding pages are found a number of recommended course programs carefully designed to give the best preparation for students planning on going directly into some vocation or profession or on entering professional schools. The requirements for entrance into professional schools vary so widely that students interested in a special field should consult professional school catalogs as early in their college career as possible. To assist the student in working out his undergraduate program, a number of faculty members with special interests and knowledge have been appointed to serve as vocational advisors. Students are encouraged to bring their inquiries to these advisors. In addition, the college maintains extensive files of career pamphlets and other vocational information in the college library.

The following vocational areas have special advisors, and suggested programs of study for them are separately described in the ensuing pages.

Vocational Advisors

Business and Economics—

Mr. Yntema

Chemistry (Industrial and Research)—Mr. Van Zyl

Christian Ministry—

Mr. Voogd, Mr. Ponstein

Church Work—Mr. Hilmert

Dentistry—Mr. Kleinheksel

Diplomatic and Government Service—Mr. van Putten, Mr. Vanderbush

Engineering—Mr. Folkert

Forestry—Mr. Thompson

Home and Family Living—Miss Reeverts

Journalism—Mr. Brand

Law—Mr. van Putten

Librarianship—Miss Singleton

Medicine—Mr. Van Zyl

Medical Technology—

Mr. Thompson

Music—Mr. Cavanaugh

Nursing—Mr. Thompson

Social Work—Mr. Vanderham

Teaching

Elementary School—

Mr. Ver Beek

Secondary School—

Mr. Vanderborgh

College—Mr. Wolters or department chairman

Normal College Program — First Two Years

In general the first two years of college are devoted primarily to exploration of the various fields of study, as indicated by the all-college requirements. The normal pattern of courses for the freshman and sophomore years is indicated here. For certain pre-professional or professional programs, this pattern may need to be modified.

Freshman Year

Subject	Semester		Hours
	1st	2nd	
English 11, 12	3	3	
Bible 11, Speech 11	2	2	
Math or Science (courses num- bered below 30)	3-4	3-4	
Foreign Language 11, 12 or 31, 32	4	4	
Physical Education Electives (from courses num- bered below 30)	R	R	
	2-3	2-3	
	<u>15-16</u>	<u>15-16</u>	

Students planning on majoring in Business Administration or Music, or Preparing for Engineering, Forestry, Medicine, Nursing, or Elementary Teaching should consult the special curricular programs suggested on the following pages.

Sophomore Year

Subject	Semester		Hours
	1st	2nd	
English 31, 32	3	3	
Bible 31 (1st or 2nd sem.)	2		
Psychology 31 1st or 2nd sem.)		3	
Foreign Language 31, 32 (for those who took 11, 12 in Freshman year)	4	4	
Electives (from courses numbered below 50)	7	6	
	<u>16</u>	<u>16</u>	

By the end of the Sophomore year Group II requirements (see page 41) should be completed. Recommended courses for fulfilling this requirement: History 15, 16; 33, 34; Economics 31, 32; Sociology 31, 32; Pol. Science 11; Philosophy 15.

During the Sophomore year, student should take at least one year-course in the field in which he is planning to major.

Business and Economics

The following program is suggested for students interested in a general business major. It is designed to provide basic training in business and related economics, yet it leaves a block of electives for special interests of students. The general elective pattern should have the approval of the department chairman.

Freshman Year

Subject	Semester		Hours
	1st	2nd	
English 11, 12	3	3	
Speech 11, Bible 11	2	2	
Foreign Language	4	4	
Math 13, 14, or 11, 15	3	3-4	
Electives	3	3	
Physical Education	R	R	
	<hr/> 15	<hr/> 15-16	

Sophomore Year

Subject	Semester		Hours
	1st	2nd	
English 31, 32	3	3	
Foreign Language	4	4	
Bible 31	2		
Psychology 31			3
Principles of Economics			
31, 32	3		3
Principles of Accounting			
31, 32	3		3
	<hr/> 15	<hr/> 16	

Junior Year

Subject	Semester		Hours
	1st	2nd	
Bible 51	2		
Prod. Management 53	3		
Marketing 61, 62	3	3	
Statistics			
Math 35	2		
Econ. 62		2	
Labor Econ. 52		3	
English 51	2		
Pol. Science 41		3	
Electives (in keeping with general requirements)	4	5	
	<hr/> 16	<hr/> 16	

Senior Year

Subject	Semester		Hours
	1st	2nd	
Business Law 54			3
Finance Prin. 72			3
Money and Banking			
Econ. 51	3		
Personnel Adm. 73	2		
Bible 71			3
Electives (in keeping with general requirements)	11	7	
	<hr/> 16	<hr/> 16	

The suggested curriculum for students majoring in economics is the same in the freshman and sophomore years as for business majors, outlined above. Courses to be taken in the junior and senior years are indicated below. The number of electives is sufficient to permit considerable concentration along such ancillary line, or lines, as the student may wish to follow.

Junior Year

Subject	Semester		Hours
	1st	2nd	
Bible 51		2	
Money and Banking	3		
Labor Economics 52		3	
Statistics, Math 35	2		
Statistics, Econ. 62		2	
Pol. Science 41	3		
Electives (in keeping with general requirements)	8	9	
	<hr/> 16	<hr/> 16	

Senior Year

Subject	Semester		Hours
	1st	2nd	
Bible 71			3
Econ. Analysis 71	3		
Econ. 72 or 74			3
Public Finance 76,	3		
Electives (in keeping with general requirements)	10	10	
	<hr/> 16	<hr/> 16	

Electives should be chosen with the approval of the chairman of the department.

Chemistry

The following schedule should be adhered to as closely as possible by students who plan to specialize in chemistry in the graduate school or industrial chemistry position.

Freshman Year

Subject	Semester		Hours
	1st	2nd	
Chemistry 11, 12, or 13, 14	4	4	
English 11, 12	3	3	
German 11, 12	4	4	
Mathematics 13, 14 or 15	3		
Mathematics 16		4	
Bible and Speech 11	2	2	
Physical Education	R	R	
	<hr/> 16	<hr/> 17	

Sophomore Year

Subject	Semester		Hours
	1st	2nd	
Chemistry 31, 32	4	4	
German 31, 32	4	4	
Mathematics 31		4	
Physics 31, 32	5	5	
Bible	2		
	<hr/> 15	<hr/> 17	

Junior Year

Subject	Semester		Hours
	1st	2nd	
Chemistry 51, 52	5	5	
Chemistry 61	3		
Chemistry 76		1	
English 31, 32	3	3	
Bible	2		
Psychology 31	3		
Mathematics 51		4	
Elective		3	
	<hr/> 16	<hr/> 16	

Senior Year

Subject	Semester		Hours
	1st	2nd	
Chemistry 71, 72	3	3	
Chemistry 73, 74	1 or 2	1 or 2	
Chemistry 62		3	
Chemistry 75	1		
Chemistry 81	2 or 3		
Bible 71		3	
Elective	7-9	5-6	
	<hr/> 16	<hr/> 16	

Electives should include six hours of social studies to fulfill requirements for graduation. Students pursuing this program are fulfilling the minimum standards for the bachelor's degree program with a major in Chemistry as set up by the American Chemical Society Committee on the Professional Training of Chemists.

Students specializing in chemistry should consult with the head of the department regarding requirements in mathematics and physics.

Christian Ministry

Students who intend to enter the gospel ministry should elect a four year general liberal arts program with a major in a chosen field. While graduate schools in theology do not recommend any one specific area for undergraduate concentration, the following are suggested for special consideration: philosophy, psychology, history, English or sociology.

Two years of Greek language study are recommended for all pre-seminary students. Normally this should be taken in the last two years. A year or more of Latin or a modern language would be an advisable preparation for Greek study.

Among the courses elected by the student, apart from his major field of interest and the general college requirements, there should be included advanced courses in literature, philosophy, speech and psychology. The following specific courses are especially recommended:

History of Philosophy courses (Philosophy 33, 34, 55, 56)
Persuasion (Speech 53)
Advanced Composition (English 53)
Ancient and Medieval History (History 51, 52, 70)
Music of the Church (Music 77)

Church Work

There are many positions for lay workers in the church that require a sound college educational program. The need for directors of religious education, directors of music, directors and teachers of week-day schools of religion, church secretaries and lay leaders in home and foreign missions is growing.

For students who are interested in preparing for some special area of church work a Bachelor of Arts degree program with an appropriate major or composite major is recommended. The majors may vary according to special interests and needs. Some of the possibilities are as follows: —

1. A composite major with the largest core in religion. This is a minimum block of 44 semester hours:
 - a. Twenty hours in the department of Bible and Religion (including courses 61, 62).
 - b. Twelve hours in Religious Education (including courses 33, 34, 36 and 61).
 - c. Eight hours of approved Philosophy courses.
 - d. Psychology 36 and 38.
2. An academic major and two minors, plus the professional education courses necessary for public school certification. It is possible to work out a program that will lead to a public school teaching certificate and a certificate of proficiency in religious education by following a carefully planned program beginning in the Freshman year.
3. For prospective ministers of music, a major in applied music plus the twelve hours of Religious Education.
4. A major in religion, psychology, philosophy, or sociology, plus the twelve hours in Religious Education.

Students interested in this field should consult the chairman of the religious education department to plan their programs.

SPECIAL STUDENTS: Students who are interested in preparing themselves for a special area of church work, but who do not plan to follow the general course requirements for a Bachelor's degree, may register as special students and elect those studies in which they have a specific interest. Such students must manifest superior personal and spiritual qualities in order to be admitted to this program. They should consult the director of Religious Education and work out with him a course schedule to fit their needs.

Dentistry

Students who complete the first three years of a pre-medical course will regularly be admitted to a College of Dentistry. It is advisable for the student to select his school of dentistry as soon as possible in order to prepare for the specific requirements of the dental school of his choice.

Most pre-dental students find it advisable to complete either a three-or-four-year college program for entrance into the Dental School of their choice. See the four-year pre-medical curriculum.

Students who plan to attend Hope College only two years for pre-dental study should consult with the pre-dental advisor.

Diplomatic and Government Service

Students desiring to enter the Foreign Service or some other area of government work should concentrate primarily in the social sciences. Courses in American history, political science, economics, and business administration are recommended for persons intending to go into public administration. Those students who desire to enter the Foreign Service should become proficient in at least one language and should seek as broad a knowledge as possible in history, economics, political science and English.

The major should be in History and Political Science or in Economics. The basic courses in each of these fields should be taken in the freshman and sophomore years, if possible, and should include History 15, 16, 33, 34; Political Science 11 or 41 and 42; Economics 31, 32; and Business Administration 31, 32.

Engineering

Students interested in a pre-engineering course should have completed in high school the following: three semesters of Algebra, three semesters of Geometry (Plane and Solid), and two years of a

foreign language. Any deficiencies in the above should be completed as early as possible. Assuming the above complete, the suggested program is as follows:

Four Year Pre-Engineering Course with A.B.

Freshman Year			Sophomore Year		
Subject	Semester 1st	Hours 2nd	Subject	Semester 1st	Hours 2nd
English 11, 12	3	3	English 31, 32	3	3
Speech 11	2		Math. 16	4	
Bible		2	Math. 31		4
Math. 13, 14	3	3	Bible	2	
Chemistry 11 or 13	4		Psychology 31		3
Chemistry 12 or 14		4	Economics 31, 32	3	3
Foreign Language	4	4	Electives	4	3
	16	16		16	16
Junior Year			Senior Year		
Subject	Semester 1st	Hours 2nd	Subject	Semester 1st	Hours 2nd
Math. 51, 52	4	2	Math. 61	3	
Physics 31, 32	5	5	Math. 42		2
Chemistry 31, 32	4	4	Physics 61	3	
Math. 21	3		Physics 71		4
Math. 41		3	Bible 71	3	
Bible		2	Sociology 31		3
	16	16	Math. 53		2
			Electives*	7	5
				16	16

*Electives (Math. 34, 53, Physics 11, 51, 72, Chemistry 51, 52, English 51, 55, 56, Philosophy 15).

The above course could be modified somewhat if the student has decided which phase of engineering he plans to engage in.

Students may secure junior standing in most schools of engineering by satisfactorily completing a two-year, or three-year pre-engineering program. The following two-year program is suggested:

Two-Year Pre-Engineering Course

Freshman Year			Sophomore Year		
Subject	Semester 1st	Hours 2nd	Subject	Semester 1st	Hours 2nd
English 11, 12	3	3	Math. 31	4	
Math. 15, 16	4	4	Math. 51		4
Chemistry 11 or 13	4		Physics 31, 32	5	5
Chemistry 12 or 14		4	Bible 31	2	
Bible 11	2		Psychology 31		3
Speech 11		2	Economics 31, 32	3	3
Math. 21	3		English 31	3	
Math. 41		3	Math. 42 or 53		2
	16	16		17	17

The particular engineering school which the student plans to enter may have special entrance requirements. The student should make these plans with his counselor.

Forestry

The following two-year pre-forestry course is fully approved by the University of Michigan and Michigan State College. Successful completion of it will enable the student to transfer to a Forestry School for a degree in forestry. A three-year program is also available to students desiring a more complete pre-forestry training.

Freshman Year			Sophomore Year		
Subject	Semester 1st	Hours 2nd	Subject	Semester 1st	Hours 2nd
English 11, 12	3	3	Biology 22, 12	4	4
Bible and Speech 11	2	2	Chemistry 11, 12	4	4
Biology 11, 21	4	4	Economics 31, 32	3	3
Mathematics 21	3		Psychology 31		3
Mathematics 15, 16	4	4	Bible	2	
Mathematics 42		2	Electives	3	2
Electives		1			
Physical Education	R	R			
	16	16			

Home and Family Living

For many students one of the chief purposes of a college education is to help provide a foundation for establishing and maintaining a home and family. The home is a center of worship; it is an economic unit; it is an educational institution. It is the chief center of cultural and creative activity for most individuals. Furthermore it is a small community operating in successively larger communities of our modern society, both influencing that society and vitally affected by it. All the curricular offerings of a liberal arts college can help provide the basis for successful home and family living. Some of the courses, however, have more direct relevance for this end than others. One course in the curriculum, entitled "Family and Marriage Relations" (Sociology 72), is aimed directly at this function. Indicative of the courses that have such special pertinence are the following:

- A. For spiritual deepening:— courses in Religion and Bible, Philosophy, Literature, and Religious Education.
- B. For competency in household economics:— courses in Economics and in Mathematics (especially Mathematics of Business).

- C. For training as teacher-parents: — courses in Psychology (Child Development, Adolescent Development), Education (Philosophy of Education, Educational Psychology), and Religious Education.
- D. For cultural growth and aesthetic creativity: — courses in Art, Music, Literature, Creative Writing, and Dramatics and Oral Interpretation.
- E. For breadth of understanding of the social environment: — courses in Political Science, Sociology, Anthropology, History, Philosophy, Economics, and Literature.
- F. For intelligent understanding of the human organism and the principles of health: — courses in Biology (especially Physiologic Hygiene), and Psychology.

Many women students recognize a need for dual preparation: first, for immediate but temporary employment, and secondly, for the more permanent vocation of directing the life in the home and family. These students will undoubtedly select a major program which will help them meet their immediate vocational responsibility, but in the rounding out of their total curricular experience they should choose wisely and broadly from the fields listed above.

For the student who wishes to focus her college preparation around the vocation of the home, the following program is suggested.

1. Area of concentration, normally from the field of the Social studies.
2. Several courses aimed at aesthetic creativity to be taken from the areas of Art, Applied Music, Speech Interpretation or Dramatics, and Creative Writing.
3. Several courses in the fields of Education or Religious Education.
4. Biology 11 and 34. (These courses may be used to complete the science requirement for graduation.)
5. Six semester hours of courses in the humanities beyond the all-college requirement. (Courses recommended are those in Philosophy, Religion, Literature — either in English or a foreign language—and Music or Art Appreciation.)

Journalism

Because of the great variety of vocations in journalism, Hope College does not attempt to train the student specifically in the many diversified aspects of the field. News reporting, advertising,

radio script writing, and other specialty writing have their particular techniques. However, skill with the written word and a broad knowledge are fundamental to success in any vocation in the field of journalism. Interested students are advised, therefore, to enroll in all the relevant writing courses offered: Advanced composition, creative writing, fundamentals of journalism, and problems in journalism.

In addition, a broad study of the social sciences is highly recommended. A number of positions on the campus periodicals, the Hope College ANCHOR, the MILESTONE, and the OPUS, provide practical experience in editorial work.

Law

A recent report on pre-legal education emphasized these points: First, a thorough grounding in economics, government, and history are essential. Secondly, the ability to think straight and to write and speak in clear, forceful, attractive English is fundamental. Third, since law is neither to be studied nor to be practiced in a vacuum, the undergraduate should range as widely as possible in order to understand his environment — physical, physiological, psychological, social and ethical. Students desiring to enter the legal profession will find that most of the law schools do not prescribe a specific preprofessional program, but rather insist on a broad liberal arts background with emphasis upon courses that will help the student to attain the qualities listed above.

Practically speaking, then, the pre-law student would do well to choose as his area of concentration the social studies — economics, political science, or history. He should take a number of courses in writing and speaking. (Speech 11, 34, 51, and 53 are especially significant.) Finally, he should range widely in the arts and sciences.

A two-year pre-legal curriculum, successfully completed, will enable a student to enter some law schools. Increasingly, however, law schools are urging or requiring a student to complete a four-year pre-law program.

Librarianship

Professional library schools require a bachelor's degree for admission, and all library schools stress a basic preparation of four years in a liberal arts college to ensure a well-rounded general education. Practical experience in a library is highly desirable as a prerequisite, but library schools advise against library science courses at the under-graduate level. Highly recommended for under-graduate preparation for librarianship are: a wide knowledge of

literature, including American, English and World literature; a reading knowledge of two modern languages; courses in sociology, political science, and psychology; survey courses in science.

Recent demands of the library profession for trained personnel would indicate that opportunities for types of service are almost unlimited but that the number of trained librarians is very limited. Positions in many types of libraries are open to library school graduates. Public, college and university, school, and special libraries offer a variety which make it possible to select the kind of work most congenial and best suited to the ability of the person. Students who wish to specialize in school library work should take the education courses required by the state accrediting agencies for teacher's certificates. Special librarianship calls for a rich background in the subject of particular interest.

Medical Technology

Most approved schools of Medical Technology now require a four year college education with an A.B. or B.S. degree for entrance. According to the standards for medical technologists of the American Society of Clinical Pathologists, this undergraduate preparation must include a minimum of 12 semester hours in the broad field of biology and 9 semester hours in chemistry, including inorganic and either quantitative analysis or organic chemistry. In addition, a course in bacteriology and courses in physics and general mathematics are highly recommended.

In line with these basic requirements, students interested in entering this field should plan to major either in biology or chemistry. He should consult the special advisor for a more complete outline of his program.

Medicine

The following four-year pre-medical curriculum has been made available to pre-medical students at Hope College for some time. It meets the most rigid requirements of medical schools.

Freshman Year			Sophomore Year		
Subject	Semester 1st	Hours 2nd	Subject	Semester 1st	Hours 2nd
English 11, 12	3	3	Chemistry 31, 32	4	4
Bible and Speech 11	2	2	English 31, 32	3	3
Foreign Language	4	4	Foreign Language	4	4
Mathematics 13, 14	3	3	Biology 11, 12	4	4
Chemistry 11, 12	4	4	Bible		2
Physical Education	R	R			
				15	17
	16	16			

Junior Year			Senior Year		
Subject	Semester 1st	Hours 2nd	Subject	Semester 1st	Hours 2nd
Physics 31, 32	5	5	Chemistry 51, 52 or		
Bible	2		Biology 53, 55,		
Biology 31, 32, 55, 61			64, 72	5	5
or Chemistry 51, 52	5	5	Bible 71		3
Social Science		3	Sociology 31, 32	3	3
Psychology 31	3		Electives	8	5
Electives	1	3			
	<hr/>	<hr/>		<hr/>	<hr/>
	16	16		16	16

A student may give preference to biology instead of chemistry in the Freshman year. Desirable electives include philosophy, history, art, music, and a second foreign language.

Students who expect to transfer to a medical school at the end of the Junior year should begin both chemistry and biology in the Freshman year.

The above program satisfies the requirements of practically all medical schools. Students should designate the medical school they wish to enter as soon as possible. Early designation of a medical school will enable them to prepare for the requirements of that school.

The college cooperates with the medical schools in giving the Aptitude Test required of all pre-medical students.

Music

Students who wish to turn their interest in music to vocational purposes have as their goal teaching, the concert stage, or church music directing. Three complete major programs have been established to prepare students for public school teaching: one for secondary school vocal teaching, one for secondary school instrumental teaching, and one for elementary school music teaching and supervising. These programs are outlined in detail under the Music Department description of courses. For those who wish to become performing artists, or directors, a major in applied music is provided, and is also described below. (See page 80).

Students wishing to major in music for any of these purposes need to follow a sequence of courses that extend through the four years. Consequently, it is important that they enter the prescribed music program in the freshman year. To prevent serious complications, the following course outline should be adhered to carefully during the first two years. The program for the last two years will be outlined by the department chairman in conference with the student.

Freshman Year			Sophomore Year		
Subject	Semester 1st	Hours 2nd	Subject	Semester 1st	Hours 2nd
Music 15, 16	4	4	Music 31, 32	3*	3*
Music Literature	2	2	Music Literature	2	
Applied Music	1	1	Applied Music	2	2
English 11, 12	3	3	English 31, 32	3	3
Language 11, 12	4	4	Language 31, 32	4	4
Bible	2		Psychology 31	3	
Speech 11		2	Bible		2
			Social Study		3
	16	16		17	17

*Omit in the elementary public school music major.

Nursing

Higher education is increasingly important in the training of nurses and makes for greater advancement and success in the profession. The better hospitals now insist on having some college graduates in every new class and select the other students in part on the amount of college education they have.

Students of good scholastic ability are advised, if finances permit, to complete their A. B. at Hope College — majoring in Biology — and then enter a nursing school which will grant them an M. S. in nursing science in addition to their nursing certificate. Instead of obtaining the A. B. degree before training, many students take one or two years of college work previous to nurses training and return afterward for one or two more years and thus obtain their A. B. degree in addition to their nursing certificate. Normally, the nurses training program is considered the equivalent of one year of academic study. The College Health Service offers the opportunity to several graduate nurses to be self-supporting while attending college.

Some nursing schools in conjunction with neighboring universities have set up a program whereby, after two years of prescribed college courses, a student upon completion of the nursing course receives a B. S. in nursing in addition to her nursing certificate. Hope College, in almost every instance, offers courses prescribed by such nursing schools. Students planning on entering nursing school should secure catalogs and information from various Schools of Nursing in order to ascertain the particular college prerequisites for entering their training program. The special advisor in nursing should also be consulted in making out the course program. The following two-year program is offered as a suggested curriculum for pre-nursing students.

Freshman Year			Sophomore Year		
Subject	Semester 1st	Hours 2nd	Subject	Semester 1st	Hours 2nd
English 11, 12	3	2	English 31, 32	3	3
Bible, Speech 11	2	2	Chemistry 11, 12	4	4
Biology 11, 12	4	4	Psychology 31	3	
Foreign Language	4	4	Biology 34		4
Political Science 11	3		Bible	2	
Sociology 31		3	Electives*	4	5
	<hr/> 16	<hr/> 16		<hr/> 16	<hr/> 16

*If the student has not had foreign language in high school, intermediate language course is recommended. Also recommended, Physical Education 57 (Anatomy and Kinesiology), Biology 61 (Genetics and Eugenics).

Social Work

Persons preparing themselves for some phase of social work can major in a great variety of fields. The important factor to remember is that introductory courses in all fields of the social sciences and Biology are required by nearly every graduate school of social work. It is strongly recommended that the following courses be included in a preparatory social work program.

Psychology 53, 54
Sociology 31, 51, 58, and 71
Biology 11, 34, 61
Economics 31, 32
Political Science 11 or 41, and 42

The following courses offer additional foundation for graduate school preparation or job placement in the field of social work:

Psychology 58 and 61
Sociology 56, 72 and 73
Speech 34 and 41
Physical Education 54

Typical jobs are probation and parole officers, social security claims investigators, child guidance clinic workers, adoption investigations, psychiatric social workers on hospital staffs, YMCA and YWCA program directors, visiting teachers or school guidance counselors and hundreds of other classifications.

Specific field interests might suggest modification of the general outline as above presented. Interested students should contact the advisor for the field of social work for answers to specific questions or for general information.

Teaching — College

For those preparing for college teaching, a major in the chosen field of specialization is advisable. The department advisor should be consulted in working out the academic program for the four years. For such students, French or German should normally be elected for foreign language study, preferably both if the student plans to work for a Ph.D. degree.

Teaching — Secondary School

Students planning on entering secondary school teaching should follow the requirements for certification as established by the state in which they wish to teach. In addition they must complete the college requirement for a major in one department or one of the special composite major programs designed for high school teachers in social studies and science. Inasmuch as teaching requirements vary in some of the states, students should consult with the Chairman of the college department of Education at least by their sophomore year.

In fulfilling the requirements for a secondary teacher certificate in the state of Michigan, the Hope College student must observe the following:

1. Satisfy the general requirements for the A. B. degree at Hope College. (See above pages 42-43).
2. Complete Psychology 31 before entering any course in the Department of Education.
3. Complete twenty hours of Education courses, which must include the following: Education 51, 52, 55, 56, 82, and 83.
4. Complete enough course work in three departments to fulfill the state requirements for a major and two minors. (In Michigan, the code defines a major as a minimum of twenty-four hours in one department, and a minor as a minimum of fifteen hours.) Education may not be included among the majors and the minors.

Departments in which teaching majors and minors are normally secured include biology, chemistry, economics, English, French, German, history, Latin, mathematics, music, physics, Spanish, and speech. Students planning to major in one of these fields should study the statement of the department major requirements found under the description of courses, and consult with the departmental advisor to make certain that they understand not only the state certification requirements but also the college requirements for a major.

In order to fit the needs of a number of prospective teachers in the areas of the sciences and the social studies, two composite

major programs have been designed to provide a broader base than is normally secured in a departmental major.

1. Major in General Science. Minimum of forty-three hours to be taken from Biology (11, 12, 21, 22), Chemistry (11, 12, 31 or 32, 51), Physics (31, 32). This program would be the minimum to enable students to qualify for teaching in these three fields of the sciences on the high school level. A student who is looking forward to continuing his work in graduate school in one of the sciences should, of course, take additional work in at least one of the science fields so that he would have a major in one.
2. Major in Social Studies. For the teaching major, two composite major programs have been approved in social studies. Since the secondary social studies teacher seldom has the opportunity of devoting his entire schedule to one special subject, prospective teachers are urged to take some work in each of the social studies. Furthermore, interpretation in any one field depends on grounding in many related social studies fields.

Plan A—Social Studies with History Core:

A core of 26 semester hours in history, including the basic civilization course (15, 16), United States History (33, 34) and fourteen hours from advanced courses in three of the following fields: Europe, the Americas, Ancient and Medieval, the Far East, and International Relations and Current Problems.

In addition, six semester hours in each of the following areas: Economics, Sociology, and Political Science. Included in these 18 hours must be Political Science 11 or 41.

The composite major totals 44 semester hours.

Plan B—Social Studies with Non-History Core:

A core of 18 semester hours in either Political Science or Sociology or Economics, with courses as recommended by departmental advisor.

In addition, courses from the two social sciences not chosen as the core, amounting to 9 semester hours; and 18 semester hours of courses in History, including History 15, 16 (Civilization), 33, 34 (United States), and six hours in advanced work.

This composite major totals 45 semester hours.

Teaching — Elementary School

Students planning on entering elementary school teaching should follow the requirements for certification as established by the state in which they wish to teach. In addition they must complete the college requirements for a major in one department or the special composite major designed for elementary school teachers. Inasmuch as teaching requirements vary in some of the states and careful planning is necessary in order that the student can complete all of the general requirements for a college degree and a

sound professional program, students should consult with the Director of the Elementary Teaching program as early in their college career as possible, preferably the Freshman year.

In fulfilling the requirements for elementary teacher certificate in the state of Michigan, the Hope College student must observe the following:

1. Satisfy the general requirements for the A.B. degree at Hope College (See above pages 42-43).
2. Complete Psychology 31 and Sociology 31 before entering any course in the Department of Education.
3. Complete Education 51, 52, 53, 54, and 81, and at least four of the following courses: Education 72, 75, 70, 78, 79, 80.
4. Complete enough course work in three departments to fulfill the state requirement for a major and two minors (in Michigan, the code defines a major as a minimum of twenty-four hours in one department, and a minor as a minimum of fifteen hours); or, preferably, complete enough course work in four departments to fulfill the state requirements for four minors. The composite major described below, which fulfills college graduation requirements, may be broken down into two minors for certification purposes, provided there are at least fifteen semester hours in each of two departments.

In addition, the following recommendations are made:

1. To meet the eight-hour science requirement for graduation, Biology 11 and 34 are strongly recommended.
2. Psychology 36 (Child Development), and History 62 (Human Geography) are recommended electives.
3. To meet the college major requirements, a composite major for elementary teachers has been approved and in general is more advisable than the regular departmental major. This major consists of a minimum of thirty semester hours of recommended courses in one of the following areas, with a concentration of at least eighteen hours in one department:
 - a. Fine Arts (Music and Art)
 - b. Language and Literature (English and Speech or English and Foreign Language.)
 - c. Social Studies (History, Political Science, and Sociology)
 - d. Natural Science (Biology and Physical Education)
4. In choosing his major and two minors or four minors for state certification, the student should select from fields that are closely related to the elementary school curriculum, such as English, History, Biology, Music, Art, Physical Education, and Speech.

Suggested Schedule for Elementary Education

Freshman Year			Sophomore Year		
Subject	Semester 1st	Hours 2nd	Subject	Semester 1st	Hours 2nd
English 11, 12	3	3	English 31, 32	3	3
Speech 11	2		Psychology 31	3	
Bible		2	Sociology 31		3
Foreign Lang. 11,12 or 31, 32	4	4	Bible		2
Biology 11, 34	4	4	*History 33, 34	3	3
*Art 17 or Music 17	2		Foreign Lang. 31, 32	4	4
*Music 21 (Piano)	1		Music 13	2	
*Political Science 11		3	*Other Electives	1-3	1
	<hr/>	<hr/>		<hr/>	<hr/>
	16	16		16	16

*Recommended electives. Other electives that might be substituted include: Music 13, 17; Speech 37, 38; English 16, 37, 38; History 15, 16; Political Science 42; Art 18.

Junior Year			Senior Year		
Subject	Semester 1st	Hours 2nd	Subject	Semester 1st	Hours 2nd
Bible	2		Bible 71 (either sem.)		3
Education 51, 52	3	3	Education 75	2	
Education 53, 54	3	3	Education 70	3	
Education 78		2	Education 81		
Education 79 (Music)		2	(either sem.)	8	
Education 72 (Art)	2		*Biology 52	2	
*History 62	3		*Other Electives	1	13
*Other Electives	3	6		<hr/>	<hr/>
	<hr/>	<hr/>		16	16
	16	16			

*Recommended electives. Other electives recommended include: Art 33, 34; Biology 61; English 53, 65, 66; History 60, 71, 74; Physical Education 52, 54; Psychology 53; Sociology 58; Speech 59, 63.

Part Five

THE COLLEGE
ROSTER

The College Corporation

The Board of Trustees

Ex Officio, The President of the College
IRWIN J. LUBBERS, Ph.D., LL.D., Litt.D.

Officers of the Board

President

JOHN A. DYKSTRA, D.D.

Vice President

MATTHEW PEELLEN, M.D.

Secretary

RANDALL C. BOSCH

Treasurer

HENRY STEFFENS

Members of the Board

Term Expires 1957

WILLIAM A. CHAPMAN

Chicago, Illinois

JEROME DEJONG

Chicago, Illinois

ARNOLD E. DYKHUIZEN

Chicago, Illinois

PETER VAN ES, JR.

Sonoma, California

WILLIAM VAN'T HOF

Detroit, Michigan

ROGER VERSEPUT

Grand Rapids, Michigan

WYNAND WICHERS, LL.D.

Kalamazoo, Michigan

Term Expires 1958

TUNIS MIERSMA

German Valley, Illinois

RAY REWERTS

Fulton, Illinois

WILLIAM O. ROTTSCHAFFER

Grand Rapids, Michigan

CHARLES A. STOPPELS

Sully, Iowa

DAVID TER BEEST

Grand Rapids, Michigan

DELBERT VANDER HAAR

Sheldon, Iowa

G. R. WOLBRINK

Litchville, North Dakota

Term Expires 1959

RANDALL C. BOSCH

Holland, Michigan

DONALD L. BRUSH

Herkimer, New York

IRA J. HESSELINK

Lincoln, Nebraska

RUTHERFORD G. HUIZINGA

Stamford, Connecticut

MATTHEW PEELLEN, M.D.

Kalamazoo, Michigan

MRS. GEORGE PELGRIM

Holland, Michigan

EDWARD TANIS

Zeeland, Michigan

HARRI ZEGERIUS

Portage, Michigan

Term Expires 1960

AUSTIN ATWOOD

Bristow, Iowa

JOHN BERGMANS

Grand Rapids, Michigan

LAWRENCE J. BORST

Grand Rapids, Michigan

EKDAL BUYS
 TITUS W. HAGER
 HERMAN KRUIZENGA
 THEODORE SCHAAP
 ALBERT TEN CLAY
 EARLE VAN HEYNINGEN, M.D.

Grand Rapids, Michigan
 Grand Rapids, Michigan
 Muskegon Heights, Michigan
 Muskegon, Michigan
 South Holland, Illinois
 Indianapolis, Indiana

Term Expires 1961

JOHN A. DYKSTRA, D.D.
 KENNETH A. DYKSTRA
 GERARD KOSTER
 HERMAN E. LUBEN
 HENRY TEN PAS, M.D.
 WILLARD C. WICHERS

Grand Rapids, Michigan
 Hollandale, Minnesota
 Irvington, New Jersey
 Roxbury, New York
 Hamilton, Michigan
 Holland, Michigan

STANLEY BROWN
 M. EUGENE FLIPSE, D.D.
 JOHN H. HOEKSTRA
 HENRY KLEINHEKSEL
 NICHOLAS ROZEBOOM
 HARRY VAN EGMOND
 GEORGE H. VANDERBORGH
 ELTON L. VAN PERNIS
 CHARLES WISSINK

Milwaukee, Wisconsin
 Douglaston, New York
 Nooksack, Washington
 Holland, Michigan
 Hull, Iowa
 Lennox, South Dakota
 West Sayville, New York
 Holland, Michigan
 Milwaukee, Wisconsin

Committees of the Board

Executive Committee

Irwin J. Lubbers, *Chairman*
 Randall C. Bosch, *Secretary*
 John A. Dykstra
 Titus W. Hager

Matthew Peelen
 Mrs. George Pelgrim
 Theodore Schaap
 Wynand Wichers

Finance and Investment Committee

Irwin J. Lubbers, *Chairman*
 Ekdal Buys
 William A. Chapman

George Vander Borgh
 Roger Verseput
 Henry Steffens (College Treasurer,
 co-opted member and secretary)

Building Committee

Willard C. Wichers, *Chairman*
 John Bergmans
 M. Eugene Flipse
 Henry Kleinheksel

Herman Kruizena
 Irwin J. Lubbers
 Wm. O. Rottschaefer
 Wm. Van't Hof

Administration and Maintenance*

IRWIN JACOB LUBBERS

Ph.D. (Northwestern), LL.D., Litt.D.
PRESIDENT (1923, 1945)

WILLIAM VANDER LUGT

Ph.D. (Michigan)
DEAN OF THE COLLEGE (1954)

MILTON LAGE HINGA

A.M. (Columbia)
DEAN OF STUDENTS (1931)

EMMA MARIE REEVERTS

A.M. (Michigan)
DEAN OF WOMEN (1946)

PAUL EUGENE HINKAMP

B.D. (McCormick)
REGISTRAR (1918)

ALBERT H. TIMMER

A.M. (Michigan)
DIRECTOR OF ADMISSIONS (1923)

MILDRED E. SINGLETON

M.A. (Oklahoma); B.S. (Illinois); M.S. (Columbia)
LIBRARIAN (1949)

CLYDE HENRY GEERLINGS

A.B. (Hope)
DIRECTOR OF ALUMNI AND PUBLIC RELATIONS (1946)

MARIAN ANDERSON STRYKER

A.B. (Hope)
EDITOR, ALUMNI MAGAZINE AND SECRETARY, ALUMNI
ASSOCIATION (1947)

JANET MULDER

A.B. (Hope)
ARCHIVIST (1952)

HENRY J. STEFFENS

A.M. (Northwestern)
TREASURER (1946)

REIN VISSCHER

BUSINESS MANAGER (1946)

*The figures in parentheses indicate the year in which the person began his service at Hope College. A second figure in parentheses indicates the year of beginning the present appointment after interruption in the period of service.

FRANK LIGHTHART

SUPERINTENDENT OF GROUNDS AND BUILDINGS (1947)

WILLIAM J. MOERDYK

M.D. (Michigan)

COLLEGE PHYSICIAN (1949)

OTTO VANDER VELDE

M.D. (Rush)

COLLEGE PHYSICIAN (1956)

WILLIAM G. WINTER

M.D. (Rush)

COLLEGE PHYSICIAN (1956)

MRS. THELMA MEYER

R.N. (Butterworth Hospital)

COLLEGE NURSE (1954)

MRS. JEANETTE BOESKOOL

HOUSE DIRECTOR OF ARCADIAN HOUSE (1950)

MRS. DELLA STEININGER

HOUSE DIRECTOR OF DURFEE HALL (1945)

MRS. MARY TELLMAN

HOUSE DIRECTOR OF VOORHEES HALL (1950)

TENA AKKER

CASHIER (1954)

HARRIET BEUKEMA

SECRETARY TO THE DEANS OF THE COLLEGE (1955)

PEGGY BUTEYN

SECRETARY TO THE EDUCATION DEPARTMENT (1956)

JOANNE HUENINK

SECRETARY TO THE PRESIDENT (1954)

DONNA MOKMA

SECRETARY TO THE BUSINESS MANAGER (1955)

CHARLOTTE MULDER

SECRETARY TO THE TREASURER (1953)

PHYLLIS OGDEN

SWITCHBOARD OPERATOR (1955)

JEANETTE POEST

SECRETARY TO THE REGISTRAR (1954)

JEAN VER MEER

SECRETARY OF THE ENGLISH DEPARTMENT (1956)

DENA WALTERS

SECRETARY TO DIRECTOR OF ADMISSIONS (1945)

JEANNE WEESSIES

MIMEOGRAPH SECRETARY (1956)

IRENE VER BEEK

CIRCULATION ASSISTANT IN THE LIBRARY (1950)

Faculty

IRWIN JACOB LUBBERS

A.B. (Hope 1917), A.M. (Columbia 1927), Ph.D. (Northwestern 1931),
LL.D., Litt.D.

PRESIDENT (1923, 1945)

EDWARD DANIEL DIMNENT

A.M. (Hope), Litt.D., L.H.D., LL.D.

PRESIDENT EMERITUS (1897, 1948)

M. LOIS BAILEY

A.B. (Monmouth 1925), A.M. (Wisconsin 1928), B.S. in L.S.
(Western Reserve 1941)

REFERENCE LIBRARIAN (1954)

NORMA BAUGHMAN

College of Music, Cincinnati

INSTRUCTOR IN VOICE (1947)

EDWARD E. BRAND

A.B. (Central 1929), M.A. (Iowa 1938), Ed.D. (Denver 1951)

ASSOCIATE PROFESSOR OF ENGLISH (1946)

MARY LOUISE BREID

A.B. (Hope 1950), M.S. (Indiana 1953)

ASSISTANT PROFESSOR OF PHYSICAL EDUCATION (1954)

GORDON BREWER

A.B. (Hope 1948), A.M. (U. of Mich. 1952)

INSTRUCTOR OF PHYSICAL EDUCATION (1956)

DONALD F. BROWN

A.B. (Wheaton 1932), A.M. (Illinois 1933), Ph.D. (Illinois 1935)

PROFESSOR OF SPANISH, HEAD OF THE DEPARTMENT OF SPANISH LANGUAGE
AND LITERATURE (1949)

ROBERT WILLIAM CAVANAUGH

A.B. (Wisconsin 1937), B.Mus. (American Conservatory of Music 1939)

Mus.M. (American Conservatory 1940), Ed.D. in Music (Michigan 1953)

PROFESSOR OF MUSIC THEORY AND VOICE, HEAD OF DEPARTMENT OF
MUSIC (1940, 1946)

PHILIP G. CROOK

B.S. (Maryland 1949), M.S. (New Mexico 1951), Ph.D. (Penn. 1955)

ASSISTANT PROFESSOR OF BIOLOGY (1955)

CLARENCE DE GRAAF

A.B. (Calvin 1921), A.M. (Michigan 1924), Ed.D. in English
(Michigan 1944)

PROFESSOR OF ENGLISH, HEAD OF THE DEPARTMENT OF ENGLISH LANGUAGE
AND LITERATURE, (1928)

ROBERT DEHAAN

A.B. (Calvin 1947), Ph.D. (U. of Chicago 1951)

PROFESSOR OF PSYCHOLOGY, HEAD OF PSYCHOLOGY DEPARTMENT (1956)

ELEANOR M. DE PREE

A.B. Fine Arts (St. Louis, Washington 1944)
ASSISTANT IN ART (1950)

RUSSELL DE VETTE

A.B. (Hope 1947), A.M. (Michigan 1948)
ASSISTANT PROFESSOR IN PHYSICAL EDUCATION (1955)

DALE DEWITT

A.B. (Hope College 1953), A.M. (Northwestern University 1956)
INSTRUCTOR OF SPEECH (1956)

RUTH DEWOLFE

A.B. (Wellesley College 1916), A.M. (Columbia University 1918)
INSTRUCTOR OF ENGLISH (1956)

D. IVAN DYKSTRA

A.B. (Hope 1935), Th.B. (Western 1938), Ph.D. (Yale 1945)
PROFESSOR OF PHILOSOPHY, HEAD OF DEPARTMENT OF
PHILOSOPHY (1947)

ERNEST E. ELLERT

A.B. (Amherst 1937), A.M. (Columbia 1940), Ph.D. (North Carolina 1947)
ASSOCIATE PROFESSOR OF GERMAN (1947)
Acting Chairman of Department

JAY ERNEST FOLKERT

A.B. (Hope 1939), A.M. (Michigan 1940), Ph.D. (Michigan State 1955)
PROFESSOR OF MATHEMATICS (1946)

PAUL FRIED

A.B. (Hope 1946), A.M. (Harvard 1947), Ph.D. (Erlangen, Germany 1949)
ASSISTANT PROFESSOR OF HISTORY (1953)

HARRY FRISSEL

A.B. (Hope 1942), M.S. (Iowa State 1943), Ph.D. (Iowa State 1954)
PROFESSOR OF PHYSICS (1948)

LAWRENCE J. GREEN

A.B. (Central 1946), M.S. (Drake 1950), Ph.D. (Iowa 1955)
HEAD OF DEPARTMENT OF PHYSICAL EDUCATION (1952)

WILLIAM J. HILMERT

A.B. (Hope 1925), B.D. (Western Theological Seminary 1934)
PROFESSOR OF RELIGIOUS EDUCATION (1952)

MILTON LAGE HINGA

A.B. (Kalamazoo 1923), A.M. (Columbia 1926)
ASSOCIATE PROFESSOR OF HISTORY, DEAN OF STUDENTS (1931)

JANTINA WILHELMINA HOLLEMAN

A.B. (Central 1943), A.M. (Columbia 1946)
ASSISTANT PROFESSOR OF MUSIC THEORY AND PIANO (1946)

JOHN WILLIAM HOLLENBACH

Ph.D. (Wisconsin)
PROFESSOR OF ENGLISH (1945)
(On leave 1955, 1956)

EUGENE C. JEKEL

A.B. (Hope 1952), M.S. (Purdue 1955)
INSTRUCTOR IN CHEMISTRY (1955)

HELENE PRISMAN KARSTEN

American Conservatory of Music, (Chicago)
INSTRUCTOR IN PIANO (1928)

SARA KEITH

A.B. (U. of Colorado 1944), B.S. in L.S. (U. of Denver 1946),
A.M. (U. of Colorado 1951)
INSTRUCTOR OF ENGLISH (1956)

J. HARVEY KLEINHEKSEL

A.B. (Hope 1922), M.S. (Illinois 1925), Ph.D. (Illinois 1927)
PROFESSOR OF CHEMISTRY (1928)

CLARENCE KLEIS

A.B. (Hope 1919), A.M. (Michigan 1928)
PROFESSOR OF PHYSICS, HEAD OF THE DEPARTMENT OF PHYSICS (1921)

ANTHONY KOOIKER

B.M. (Northwestern 1942), M.M. (Eastman 1944)
ASSOCIATE PROFESSOR OF MUSIC THEORY AND PIANO (1950)

ALBERT EUGENE LAMPEN

A.B. (Hope 1911), A.M. (Michigan 1915)
PROFESSOR OF MATHEMATICS, HEAD OF THE DEPARTMENT OF
MATHEMATICS (1918)

CHARLES D. LOUCH

A.B. (Wooster 1950), M.S. (Wisconsin 1952), Ph.D. (Wisconsin 1955)
ASSISTANT PROFESSOR IN BIOLOGY

NELLA MEYER

A.B. (University of Wisconsin 1921), A.M. (Columbia 1940)
PROFESSOR OF FRENCH (1923, 1945)

LAMBERT J. PONSTEIN

A.B. (Hope 1948), B.D. (Western Theological Seminary 1952)
ASSISTANT PROFESSOR IN RELIGION AND BIBLE (1952)

ALBERT JAMES PRINS

A.B. (Hope 1938), A.M. (Michigan 1939)
ASSOCIATE PROFESSOR OF ENGLISH (1946)

MARGUERITE MEYER PRINS

A.B. (Hope 1917), A.M. (Wisconsin 1920)
PROFESSOR OF FRENCH, HEAD OF THE DEPARTMENT OF FRENCH
(1921, 1937)

EMMA MARIE REEVES

A.B. (Hope 1920), A.M. (Michigan 1937)
ASSOCIATE PROFESSOR OF ENGLISH, DEAN OF WOMEN (1946)

MORRETTE L. RIDER

B.Mus. (Michigan 1942), M.Mus. (Michigan 1947), D.Ed. (Columbia 1955)
ASSOCIATE PROFESSOR OF MUSIC THEORY AND INSTRUMENTS (1947)

PAUL E. REID

A.B. (Baldwin Wallace 1951), A.M. (Ohio 1954)
INSTRUCTOR IN SPEECH (1955)

ROGER J. RIETBERG

A.B. (Hope 1947), S.M.M. (Union Theological Seminary School of Sacred Music 1949)
INSTRUCTOR IN MUSIC THEORY AND ORGAN (1954)

METTA J. ROSS

A.B. (Hope 1926), A.M. (Michigan 1935)
PROFESSOR OF HISTORY (1926)

HELEN HABERLAND SCHOON

A.B. (Northwestern 1924), A.M. (Michigan 1942)
DIRECTOR OF READING CENTER, INSTRUCTOR IN EDUCATION (1946)

WILLIAM SCHRIER

Ph.D. (Michigan)
PROFESSOR OF SPEECH, HEAD OF THE DEPARTMENT OF SPEECH (1939)

MILDRED E. SINGLETON

A.B. (Oklahoma 1920), A.M. (Oklahoma 1924), B.S. (Illinois 1929)
M.S. (Columbia 1942)
LIBRARIAN (1949)

ESTHER MAC FARLANE SNOW

A.B. (Hope 1941), A.M. (Michigan State 1955)
ASSISTANT PROFESSOR OF GERMAN (1938)

CHARLES ANDREW STEKETEE

A.B. (Hope 1936), A.M. (Michigan 1937)
ASSISTANT PROFESSOR OF MATHEMATICS (1946)

JOY K. TALBERT

A.B. (New Mexico 1928), A.M. (Kansas 1935), Ph.D. (Kansas 1941)
PROFESSOR OF ENGLISH (1954)

HENRY TEN HOOR

A.B. (Calvin 1938), A.M. (Michigan 1946)
ASSOCIATE PROFESSOR OF ENGLISH (1946)

OSCAR EDWARD THOMPSON

B.S. (Mt. Union College 1923), M.A. (Cornell 1926)
PROFESSOR OF BIOLOGY, HEAD OF THE DEPARTMENT OF
BIOLOGY (1926, 1946)

THOMAS E. VAN DAHM

A.B. (Hope 1948), A.M. (Michigan 1949)
ASSISTANT PROFESSOR IN ECONOMICS AND BUSINESS (1955)

GARRETT VANDERBORGH

A.B. (Hope 1920), A.M. (Columbia 1927)
PROFESSOR OF EDUCATION (1923)

ALVIN WALLACE VANDERBUSH

A.B. (Hope 1929), A.M. (Michigan 1938)
ASSOCIATE PROFESSOR OF HISTORY AND POLITICAL SCIENCE (1945)

ROBERT CLAIR VANDERHAM

A.B. (DePauw 1947), A.M. (DePauw 1949)
ASSISTANT PROFESSOR OF SOCIOLOGY (1949)

WILLIAM VANDER LUGT

A.B. (Calvin 1927), A.M. (Michigan 1929), Ph.D. (Michigan 1932),
Litt.D. (Central)
PROFESSOR OF PHILOSOPHY, DEAN OF THE COLLEGE (1953)

JOHN VAN INGEN

A.B. (Hobart 1946), M.B.A. (Michigan 1952)
ASSISTANT PROFESSOR IN BUSINESS ADMINISTRATION (1955)

JAMES DYKE VAN PUTTEN

B.A. (Hope 1922), M.A. (Columbia 1923), B.D. (Presbyterian Seminary
Louisville 1925), Ph.D. (Chicago 1934)
PROFESSOR OF HISTORY AND POLITICAL SCIENCE, HEAD OF DEPARTMENT
OF HISTORY AND POLITICAL SCIENCE (1952)

EVA B. VAN SCHAAK

A.B. (Hope College 1929) Ph.D. (The Johns-Hopkins University 1937)
ASSISTANT PROFESSOR OF BIOLOGY (1956)

GERRIT VAN ZYL

A.B. (Hope 1918), A.M. (Michigan 1920), Ph.D. (Michigan 1924),
Hon.Sc.D. (Hamline 1952)
PROFESSOR OF CHEMISTRY, HEAD OF THE DEPARTMENT OF
CHEMISTRY (1923)

JOHN J. VER BEEK

A.B. (Hope 1926), A.M. (Michigan 1933)
PROFESSOR OF EDUCATION, DIRECTOR OF EVENING COLLEGE (1950)

JOHN E. VISSER

A.B. (Hope 1942), A.M. (Iowa 1947)
ASSISTANT PROFESSOR OF HISTORY, DEAN OF MEN (1949)

HENRY VOOGD

A.B. (Hope 1941), B.D. (Western Theological Seminary 1944),
Th.D. (Princeton 1947)
ASSOCIATE PROFESSOR OF RELIGION AND BIBLE (1947)

BARBARA CLINE WILSON

A.B. (Mary Baldwin 1948), A.M. (Temple 1950)
ASSISTANT PROFESSOR OF PSYCHOLOGY (1954)

EDWARD JOHN WOLTERS

A.B. (Hope 1920), A.M. (Michigan 1927)
PROFESSOR OF LATIN (1926)

DWIGHT B. YNTEMA

A.B. (Hope 1926), A.M. (Michigan 1927), Ph.D. (Michigan 1932)
PROFESSOR OF ECONOMICS, HEAD OF THE DEPARTMENT OF ECONOMICS
AND BUSINESS ADMINISTRATION (1946)

HOWARD ZANDBERGEN

A.B. (Hope 1947), B.S. in L.S. (Illinois 1948)
ASSISTANT LIBRARIAN IN CHARGE OF CATALOGING (1951)

Part Time Instructors

RONALD BROWN

A.B. (Hope 1955)

MATH (1956)

CHARLES E. DREW

B.S. (Hanover)

BUSINESS ADMINISTRATION (1947)

MARGUERITE HADDEN

A.B. (Hope)

SOCIOLOGY (1948)

ARTHUR C. HILLS

M. Mus. (Michigan)

MUSIC — CLARINET AND BASSOON (1952)

ADRIAN KLAASEN

Ph.B. (Chicago)

BUSINESS ADMINISTRATION (1947)

PETER A. KLYNENBERG

MUSIC — ASSISTANT IN CELLO, FACULTY QUARTET (1955)

RAYMOND ROTH

Mus.M. (Illinois)

MUSIC — BRASS INSTRUMENTS (1954)

KENNETH VANDERHEUVEL

M. Mus. (Michigan)

MUSIC — OBOE AND SAXOPHONE (1952)

Critic Teachers

The observation and practice teaching of students is done under the supervision of selected teachers in the Holland and Zeeland Public School systems.

CLIFFORD MARCUS

M.A. (U. of Mich.)

SECONDARY CRITIC TEACHER

MARGARET VAN WYVEN

M.A. (WMCE)

ELEMENTARY CRITIC TEACHER

Committees

Faculty Standing Committees

1956 - 1957

The President and the Dean of the College are members ex-officio of all committees.

Administrative

Lubbers (chairman), Folkert, Hinga, Hinkamp, Holleman, Kleis, Lampen, Reeverts, Vander Lugt, Ver Beek.

Educational Policies

Vander Lugt (chairman), Brown, Cavanaugh, DeGraaf, DePree, Dykstra, DeHaan, Green, Kleis, Lampen, Mrs. Prins, Singleton, Thompson, Schrier, Vanderborgh, Vanderham, van Putten, Van Zyl, Voogd, Wolters, Yntema.

Student Direction

Kooiker (chairman), Brand, Hinga, Jekel, Kooiker, A. J. Prins, Reeverts, Schoon.

Chapel

Voogd, (chairman), Baughman, Frissel, Hilmert, Louch, Ponstein, Ried, Rietberg.

Library

Talbert (chairman), Bailey, Crook, DeWitt, DeWolfe, Fried, Hilmert, Singleton (ex-officio).

Athletic

Cavanaugh (chairman), Breid, DeVette, Green, Hinga, DePree, Moerdyk, Steketee, Van Dahm, Van Ingen, Vanderbush, Brewer.

Admissions

Timmer (chairman), Hinga, Hinkamp, Lubbers, Kleinheksel, Reeverts ten Hoor, Snow, Vander Lugt.

Faculty Elected Committees

Status Committee

Dykstra, Lubbers, Ross, Vander Lugt, De Graaf.

Professional Interest Committee

ten Hoor (chairman), De Graaf, Holleman, Ver Beek, Vanderbush.

The Student Council

Dave Van Eenenaam, President

Carol Matheis, Vice President

Lynn Van't Hof, Secretary, Delphi

Bob Lesniak, Treasurer, Knickerbocker

Dick Brockmeier, Arcadian

Dick Brown, Knickerbocker

Jim Evenhuis, Fraternal

Roger Garvelink, Arcadian

John Heines, Cosmopolitan

Chuck Hesselink, Emersonian

Carol Hondorp, Delphi

Dave Kots, Emersonian

Chuck Lemmen, Representative at Large

Jane Mac Eachron, Sorosis

Jan Mac Kay, Sorosis

Aileen Mc Goldrick, Dorian

Judy Mulder, Sibylline

Carol Nieuwsma, Alpha Sigma Alpha

Art Olson, Independent

Diane Slyter, Alpha Sigma Alpha

Bert Swanson, Independent

John Ten Pas, Cosmopolitan

Carol Ten Haken, Sibylline

Larry Ter Molen, Fraternal

Helen Van Dyke, Representative at Large

Jan Van Peursen, Dorian

Anthony Kooiker, Faculty Advisor

Dean Milton Hinga, Faculty Advisor

Dean Wm. Vander Lugt, Faculty Advisor

Student-Faculty Committees of Student Council

Nexus Committee

Dr. Lubbers (co-chairman), David Van Eenenaam (co-chairman), Dean Hinga, Robert Lesniak, Carol Matheis, Dean Reeverts, Dean Vander Lugt, Lynn Van't Hof.

Student Direction Committee

Kooiker (chairman), Brand, Hinga, Jekel, A. J. Prins, Reeverts, Schoon, Bob Lesniak, Gordon Hondorp, Elena Bylsma.

Athletic Committee

Cavanaugh (chairman), Breid, Brewer, DeVette, Green, Hinga, DePree, Moerdyk, Steketee, Van Dahm, Van Ingen, Vanderbush, Larry Ter Molen, Jo Ann Barton.

Educational Policies Committee

Vander Lugt (chairman), Brown, Cavanaugh, DeGraaf, DePree, DeHaan, Dykstra, Green, Kleis, Lampen, Mrs. Prins, Singleton, Schrier, Thompson, Vanderborgh, Vanderham, van Putten, Van Zyl, Voogd, Wolters, Yntema, Larry Siedentop, Jane MacEachron, Charles Hesselink.

Library Committee

Talbert (chairman), Bailey, Crook, DeWitt, DeWolfe, Fried, Hilmert, Singleton (ex-officio), Dick Brockmeier, Nella Swart, Dorothy Hesselink.

Chapel Committee

Voogd (chairman), Baughman, Frissel, Hilmert, Louch, Ponstein, Ried, Rietberg, Carol Ten Haken, John Heins, Holly Meyer, Lois Thoms, Helen Taylor, Nate Vander Werf.

Cultural Committee

Rider (chairman), Fried, Kooiker, Ried, Rider, Vander Lugt, Aileen McGoldrick, Judy Mulder, Charles Lemmen, Virginia Vanderborgh.

Student Body Roster

Seniors

Aardsma, Allen Harry	Holland, Michigan
Albrecht, Ronald Harry	Berwyn, Illinois
*Alkema, Henry James	Holland, Michigan
*Ambellas, Constantine Victor	Holland, Michigan
Anderson, Edward David	Muskegon Heights, Michigan
Anderson, Theodore Donald	Brooklyn, New York
Baar, Randall Jay	Zeeland, Michigan
Baker, James Allen	Montclair, New Jersey
Barr, Robert Arnold	Port Washington, Wisconsin
Bechtel, Owen Theodore	Indianapolis, Indiana
*Bergeon, Michael Taylor	Holland, Michigan
Bergeon, Ramona TeGrotenhuis	Holland, Michigan
*Birdsall, Fredric Raymon	Afton, New York
Bloodgood, Ann Elizabeth	Brooklyn, New York
*Boerman, Donald	Zeeland, Michigan
Boeve, Norman Gene	Holland, Michigan
Bont, Patricia Lorraine	Grand Rapids, Michigan
Bos, Lois Jean	Grand Rapids, Michigan
Bruins, Ruth Mary	Douglaston, Long Island, New York
Brummel, Myron Lee	Grand Rapids, Michigan
Buitendorp, Warren Roger	North Tarrytown, New York
Bulthuis, Ronald Herbert	Holland, Michigan
Burnett, Betty Jane	Philadelphia, Pennsylvania
Bylenga, Peter Donald	Grand Rapids, Michigan
Byro, Donald Ervin	Augusta, Michigan
Cameron, William McIntosh, Jr.	Cleveland, Ohio
Comstock, William James III	Glenmont, New York
*Cooper, Dwight Vernon	Spring Lake, Michigan
Damstra, Norma Lou	Dayton, Ohio
de Moya, Peter Villar	North Swanzey, New Hampshire
Den Uyl, Ronald Jay	Holland, Michigan
*De Vree, Carl Lee	Hudsonville, Michigan
DeVries, Carol Verna	Blue Island, Illinois
De Vries, Donald Laverne	Zeeland, Michigan
De Vries, John Cornelius	Katpadi Northarcot, South India
De Witt, Earl Martin	Grand Rapids, Michigan
*DeWitt, Howard Eugene	Sturgis, Michigan
De Witt, John Richard	Chicago, Illinois
DeWitt, Marjorie Ann	Sturgis, Michigan
Dingee, Adele	Somerville, New Jersey
Drost, John Pelgrim	Nymgen, Netherlands
Duey, Paul Ellsworth	Holland, Michigan
Durkee, Peter Robert	Staten Island, New York
Essenburg, Karl Lee	Holland, Michigan

Evert, Janice Kay
 Fendt, Joan Evelyn
 Ferguson, Mary Alice
 Gideon, Martin Kort, Jr.
 *Giebink, Gerald Allen
 Gould, Richard Harris
 Hamelink, Jon D.
 Harrington, Howard Wilson
 Harris, Thomas James, Jr.
 Hayes, Sewell Staples
 *Hazelton, Sherwood Lee
 Helmus, John Jacob
 *Herlein, George Leonard
 Hesselink, Dorothy Jean
 *Hesselink, Philip Harold
 *Hielkema, Arthur Gerald
 Hoek, Peter Gordon
 Hoeksema, Lois Aurine
 *Holmlund, John Edward
 Hondorp, Gordon Ray
 Hook, Gerrit
 *Hop, Duane Lee
 Hoskins, Keith Frederick
 Hughes, Ronald D.
 Johnson, Diane Louise
 *Johnson, Richard Immanuel
 *Johnson, Robert Stevens
 *Kane, Warren William
 Kinkema, David Roger
 *Kinkema, James H.
 Klaasen, Adrian John, Jr.
 Klomparens, Barbara Grace
 Knapp, Margaret Jane
 Knoll, Donald K.
 Knoll, Harold, Jr.
 Knoll, Patricia Poling
 Komejan, Delwyn D.
 Kooyers, Alton Dale
 Kotun, John Joseph
 Kramer, Frances Ann
 *Kranendonk, James Mark
 Kromann, Jean Karen
 Kuyers, David Allen
 Leonard, Roger Moore
 Lindahl, Charles Edgar
 Loomans, Maurice Edward

Grand Rapids, Michigan
 West Olive, Michigan
 Benton Harbor, Michigan
 Paterson, New Jersey
 Waupun, Wisconsin
 Wan Tagh, New York
 Holland, Michigan
 Holland, Michigan
 Philadelphia, Pennsylvania
 Melrose, Massachusetts
 Coeymans, New York
 Holland, Michigan
 Muskegon Heights, Michigan
 Muskegon, Michigan
 Lynden, Washington
 Orange City, Iowa
 Grand Rapids, Michigan
 East Williamson, New York
 Brooklyn, New York
 Detroit, Michigan
 South Holland, Illinois
 Zeeland, Michigan
 Schenectady, New York
 Grand Rapids, Michigan
 Berwyn, Illinois
 Holland, Michigan
 Rochester, New York
 Stuarts Draft, Virginia
 Hagaman, New York
 Hagaman, New York
 Holland, Michigan
 Holland, Michigan
 North Bergen, New Jersey
 Grand Rapids, Michigan
 Holland, Michigan
 Holland, Michigan
 Zeeland, Michigan
 Holland, Michigan
 South Bound Brook, New Jersey
 Kalamazoo, Michigan
 Wembley, Alberta, Canada
 Holland, Michigan
 Zeeland, Michigan
 Old Tappan, New Jersey
 Chicago, Illinois
 Arpin, Wisconsin

- Lower, Elsie Lou
 Lup, Lawrence Nicholas
 MacDonald, Kenneth Parsons, Jr.
 *Marks, Edward E. Jr.
 *Martin, Arthur Watson
 Martin, Henning Joseph
 Matheis, Carol Ann
 Maxam, Victor Dale
 McIntyre, Joanna Marston
 Means, William Aaron
 *Meeusen, Gordon Alvin
 Meeuwsen, Daniel Peter
 Mencarelli, Harry Phillip
 Moore, Ruth Marie
 Nieboer, Earl Raymond
 Payne, David Allen
 Peelen, Ethel Ann
 Peelen, Kay Diana
 Pelgrim, George Arthur, Jr.
 Peters, Muriel Joyce
 Petty, Neil Edward
 *Plasman, John Russell
 Quisenberry, Robert Roger
 Redding, Theodore Jorj
 Rhem, Richard Allen
 Rhoades, Rosella Mary
 Ritsema, Harold John
 Ritsema, Robert Allen
 Roelofs, Roger Gordon
 Rolfs, Ellsworth August
 Rowell, Léonard George
 Rynbrand, Kay Glenna
 Rypma, Judith Ann
 Santinga, Reda Rynbrandt
 Scholten, Donald Paul
 Shy, Melvin Louis
 Siedentop, Larry Alan
 Smith, Ethel Irma
 !Smith, Kara Hardy
 Smith, Louis George
 Soeter, John Randolph
 Southland, Evon Janice
 Spyke, Edwin Jerry
 Staal, Philip Ward
 *Stoltz, Donald E.
 Tahkofper, Lucretia
 Fruitport, Michigan
 Milford, Michigan
 Edwardsville, Illinois
 Holland, Michigan
 Syracuse, New York
 Herkimer, New York
 Long Island City, New York
 Kalamazoo, Michigan
 Hastings-on-Hudson, New York
 Bronx, New York
 Holland, Michigan
 Grand Rapids, Michigan
 Holland, Michigan
 Hawthorne, New Jersey
 Holland, Michigan
 Grand Rapids, Michigan
 Kalamazoo, Michigan
 Kalamazoo, Michigan
 Holland, Michigan
 Sheboygan Falls, Wisconsin
 Marion, New York
 Manchester, Massachusetts
 Hamilton, Ohio
 Newaygo, Michigan
 Kalamazoo, Michigan
 Holland, Michigan
 Momence, Illinois
 Momence, Illinois
 Grand Rapids, Michigan
 Holland, Michigan
 Holland, Michigan
 Kalamazoo, Michigan
 Holland, Michigan
 Holland, Michigan
 Marion, Virginia
 Grand Rapids, Michigan
 Downers Grove, Illinois
 Schenectady, New York
 Grand Rapids, Michigan
 Chicago, Illinois
 New Brunswick, New Jersey
 Muskegon, Michigan
 Muskegon, Michigan
 Zeeland, Michigan
 Holland, Michigan
 Lawton, Oklahoma

- Thomaes, Charles William
 Timmer, Marilyn Luidens
 *Toonder, Roger Allan
 Troost, Paul Rowland
 *Tullar, Benjamin Franklin, Jr.
 Tuttle, Janet
 Underwood, Suzanne
 *Van Ark, Robert Eugene
 Vander Hey, Douglas Wayne
 Van Der Hoven, Mary Catherine
 Vander Werf, Nathan Hilbert
 Vander Wilt, Marlin Anthon
 *Vander Yacht, Wilbur C.
 VandeZande, Elsie Delaine
 Van Doorn, Joyce Aleen
 Van Doornik, Merwin Don
 Van Duinen, Joyce Marie
 Van Dyke, Erma Jean
 Van Eenenaam, David Owen
 Van Emburg, George Holden
 Van Es, Mary Lou
 Van Essen, Hendrik
 Van Farowe, Harvey Ward
 Van Iwaarden, John Lloyd
 *Van Koevering, Keith Conrad
 *Van Koevering, Paul Edward
 *Van Lare, Donald Hugh
 *Van Lare, Larry Dale
 Van Lente, Anita Jean
 van Putten, Barbara
 Vaughan, Richard Willis
 *Veltman, Robert Bruce
 Verduin, Robert Visscher
 Vollink, Mary Ann
 Voss, Harry Russell
 Voss, Howard Glenn
 Wagner, Nellis Jan
 Walchenbach, John Robert
 *Ward, Bruce Arthur
 Weener, Alyce Arlene
 Widmer, Herbert Theodore
 Williams, Robert Lee
 Wilterdink, Leona Breese
 Winstrom, Dorothy Jean
 *Winter, John Egbert
 Winter, Robert Allan
 Yin, Stanley Ye-Kung
 Bergenfield, New Jersey
 Holland, Michigan
 Detroit, Michigan
 Byron Center, Michigan
 Holland, Michigan
 Hawthorne, New York
 Grand Rapids, Michigan
 Holland, Michigan
 Kalamazoo, Michigan
 Paterson, New Jersey
 Muskegon, Michigan
 Orange City, Iowa
 Holland, Michigan
 Waupun, Wisconsin
 Coopersville, Michigan
 Holland, Michigan
 Grand Rapids, Michigan
 Zeeland, Michigan
 Muskegon, Michigan
 Ocean Grove, New Jersey
 Sonoma, California
 Gelderland, Netherlands
 Zeeland, Michigan
 Holland, Michigan
 Zeeland, Michigan
 Zeeland, Michigan
 Holland, Michigan
 Holland, Michigan
 Holland, Michigan
 Holland, Michigan
 Hawthorne, New York
 Holland, Michigan
 Detroit, Michigan
 Grand Rapids, Michigan
 Muskegon, Michigan
 Holland, Michigan
 Chicago, Illinois
 Hawthorne, New Jersey
 Rochester, New York
 Kalamazoo, Michigan
 Edgewater, New Jersey
 Chicago, Illinois
 Holland, Michigan
 Zeeland, Michigan
 Allegan, Michigan
 Grand Rapids, Michigan
 Singapore, Malaya

Juniors

Adan, Charles William
 †Albers, Jeanette
 Andree, Robert Glen
 †*Angus, Arthur Lloyd
 *Bakker, Carl Erwin
 Barber, Joyce Marilyn
 Barton, JoAnn
 Bast, Robert Lee
 Beckering, Raymond Eugene
 Bennett, Richard Harry
 Beuker, Ronald John
 Blunt, Janice Eleanor
 Boehm, Robert Bernard
 *Boeve, Arnold J.
 Bootsman, Beverly J.
 *Borr, Roger Hale
 Bosch, David Cherest
 Brahs, Hope B.
 Brink, Phyllis Joan
 Brower, Keith LaMar
 Buys, Edward
 Bylsma, Elena Grace
 Cassie, David Glenn
 Clark, James Adams
 Cook, James Dale
 *Cook, Stanley Rheume
 Cooper, James Harold
 Coster, David Lynn
 Cramer, Adele
 Crosswell, Sharon R.
 Dahlke, Francis Gene
 Dalman, Gary Wayne
 Deas, Deanna Ogle
 Decker, Milford Alton
 DeDoes, Raymond Allen
 DeFouw, John, Jr.
 De Jong, Garrett E.
 Dethmers, David Conrad
 De Vette, Charlene Mae
 De Weerd, Melvin Dean
 De Young, Carolyn Ann
 De Young, Ward Judd
 Diephuis, Mary Kay
 Docherty, John W.
 Doele, Henry J.

East Greenbush, New York
 Artesia, California
 Grand Rapids, Michigan
 Casnovia, Michigan
 Holland, Michigan
 Delanson, New York
 Otsego, Michigan
 Holland, Michigan
 Los Angeles, California
 Albany, New York
 Grand Rapids, Michigan
 Dunellen, New Jersey
 Buffalo Center, Iowa
 Holland, Michigan
 Chicago, Illinois
 Holland, Michigan
 Holland, Michigan
 Butler, New Jersey
 Hamilton, Michigan
 Holland, Michigan
 Chandler, Minnesota
 Grand Rapids, Michigan
 Brooklyn, New York
 Holland, Michigan
 Holland, Michigan
 Teaneck, New Jersey
 Grand Rapids, Michigan
 East Pine Lake, New Jersey
 Muskegon, Michigan
 Kingston, New York
 Wisconsin Rapids, Wisconsin
 Zeeland, Michigan
 Staten Island, New York
 St. Johnsville, New York
 Kalamazoo, Michigan
 Grand Rapids, Michigan
 Kuwait, Persian Gulf
 East Lansing, Michigan
 Muskegon, Michigan
 Hudsonville, Michigan
 Chicago, Illinois
 Glenwood, Iowa
 South Haven, Michigan
 Somerville, New Jersey
 Grand Rapids, Michigan

- Elzinga, Darlene Ruth
Evenhuis, James Richard
Faber, Kenneth Marcus
Farnsworth, Adelbert Cleon
†Franzon, Axel Ingvar
Fryling, Jocelyn
Fuder, Edwin
Gantos, Richard L.
Garvelink, Roger
Geitner, Anna W.
Gideon, Zoe A.
Gouwens, Jane Anne
*Griep, John Arthur
Grissen, Delwin
Grooters, John Henry
Hackman, Sharon Mae
Hageman, Marianne
Halbersma, Elaine Margaret
Hardenberg, Donna Mae
Harrington, Stanley J.
Hartgerink, Marlene J.
Hays, Talmadge Vee
Heins, John E.
Hilmert, James Edwin
Hoellrich, Karl G.
Hoffman, William H.
Houghtaling, Carol Eleanor
Houser, Dorothy Ann
Hunter, Mary Boyd
†Jekel, David Richard
Jeltes, John Simon
Kalee, Robert J.
Kanengieter, Elmer H.
Kang, Young Chae
Kelly, Richard John
Kempker, Jack J.
Ket, Henrietta Evelyn
Kish, Rosemarie
Klyn, Marilyn R.
Koets, Paul D.
*Kole, Kenneth W.
Kooyers, Alice M.
Korteling, Ralph G.
Kots, David Erwin
Kragt, Paul Bertrand
Kuiper, Ronald Eugene
Chicago, Illinois
Grand Rapids, Michigan
Grand Rapids, Michigan
Wayland, Michigan
Three Oaks, Michigan
Newark, New York
Holland, Michigan
Grand Rapids, Michigan
Holland, Michigan
Little Falls, New Jersey
Kalamazoo, Michigan
South Holland, Illinois
Grand Rapids, Michigan
Holland, Michigan
Grand Rapids, Michigan
White Pigeon, Michigan
Millstone, New Jersey
Edgerton, Minnesota
Zeeland, Michigan
Holland, Michigan
Zeeland, Michigan
Gray Hawk, Kentucky
Byculla, Bombay, India
Three Rivers, Michigan
Herkimer, New York
Schenectady, New York
Hurleyville, New York
Waterloo, Indiana
Jersey City, New Jersey
Grand Rapids, Michigan
Grand Rapids, Michigan
Grand Rapids, Michigan
Little Rock, Iowa
Pusan, Korea
Schenectady, New York
Holland, Michigan
Lafayette, Indiana
Wyandotte, Michigan
Grand Rapids, Michigan
Grand Rapids, Michigan
Hudsonville, Michigan
Holland, Michigan
Punganur, Chittoor Dist. South India
Roseland, Minnesota
Grand Rapids, Michigan
Holland, Michigan

- Langejans, Calvin Paul
 *Lanser, Marvin G.
 Lee, Donald C. T.
 Leighley, Joyce C.
 Lesniak, Robert John
 Loew, Clyde Warren
 *Losee, Calvin Y.
 Machiele, Ronald Lee
 Mac Eachron, Jane Helene
 Maines, Dorothy Louise
 Matthews, Bruce Edwin
 Mazzei, George William
 McCahan, Carol M.
 *McClintock, Richard N.
 McGoldrick, Aileen Irma
 McPherson, Lloyd George
 Meengs, William John
 Menning, Curtis Boyd
 Mih, Nena Lila
 Monte, Susan Jane
 Myers, Huston Kimmel
 Nienhouse, Everett James
 Normington, Cheryl Joann
 *Nyboer, Wayne
 Nykamp, Paul Wayne
 Ogawa, Yoshie
 *Ortquist, Milton Russell
 Overocker, Harrison
 *Padgett, John Frederick
 Paris, Donna Mae
 Parker, Patricia Irene
 Pearson, Bruce Elliott
 Peck, Janice Elaine
 Peelen, Matthew Herman
 Peterson, Robert Neil
 Pettengill, Charles V.
 Preston, Dorothy Arlene
 Raak, Truman
 *Reimink, Floyd
 *Reisig, Carl Ernest
 Rickse, Martin James
 *Roberts, Kenneth G.
 Rookus, Joyce A.
 Roundhouse, Frances Meyer
 Schneider, Sara Lou
 *Schreur, Donald Wayne
 Holland, Michigan
 Sully, Iowa
 Taipei, Formosa, China
 Syosset, New York
 Herkimer, New York
 Byron Center, Michigan
 Holland, Michigan
 Grand Rapids, Michigan
 Grandville, Michigan
 Kingston, New York
 Muskegon, Michigan
 Brooklyn, New York
 Red Hook, New York
 Webster Groves, Missouri
 Fennville, Michigan
 Traverse City, Michigan
 Holland, Michigan
 Grand Rapids, Michigan
 Taipei, Formosa
 Pittsfield, Massachusetts
 Buffalo, New York
 Oak Park, Illinois
 Bangor, Michigan
 Holland, Michigan
 Holland, Michigan
 Fujisawa-Shi, Japan
 Muskegon, Michigan
 Schenectady, New York
 Holland, Michigan
 Livonia, Michigan
 Wyandotte, Michigan
 Castleton, New York
 Grand Rapids, Michigan
 Kalamazoo, Michigan
 Grand Rapids, Michigan
 Hagaman, New York
 Kankakee, Illinois
 Maurice, Iowa
 Allegan, Michigan
 Niagara Falls, New York
 Grand Rapids, Michigan
 Grand Haven, Michigan
 Holland, Michigan
 Kalamazoo, Michigan
 Buffalo, New York
 Holland, Michigan

- Schut, Lawrence James
 *Scudder, Kenneth Earl
 Shoemaker, Jason Ray
 Sienstra, Phyllis Ann
 Skinner, Dorothy Marie
 Smith, Julie M.
 Smith, Sallie Jo
 Spaan, David Bruce
 †Stam, Kenneth Dwayne
 Stap, Frederick Allen
 Stegink, Lewis Dale
 Stepanek, Ronald Lee
 Su, Aaron Chung Liong
 Su, Joseph C. W.
 Swart, Floyd Prasod
 Swart, Nella Jean
 *Te Hennepe, Eugene Kenneth
 Ter Haar, Gary Lee
 Teusink, Dwayne Dale
 Timmer, Albert II
 Toppen, Phillip Roy
 Tulenko, Robert Andrew
 Vanden Berg, Charles M.
 Vanden Berg, Ruth Elaine
 Vander Aarde, Robert L.
 Vanderborgh, Virginia V.
 Vander Kolk, Roger Dale
 *Vander Kooy, Edward J.
 Vander Lind, Merwyn
 Vander Lugt, Robert William
 Vander Molen, Evert
 Vande Vusse, Kenneth L.
 Van Dyke, Helen Jean
 Van Dyke, John William, Jr.
 *Van Grouw, Steven
 Van Heest, Harriet Eileen
 Van Lierop, Joanne C.
 Van Oort, Jacob Winfield
 Van Oosterhout, William Paul
 Van't Hof, Lynn Carol
 Van Verst, George Orthel
 Van Wart, Robert R.
 Vasey, Joseph Norman
 Veldman, Jay Edwin
 *Ver Beek, John Gilbert
 Ver Hulst, Jack
 Maple Lake, Minnesota
 West Cocksackie, New York
 Zeeland, Michigan
 Grand Rapids, Michigan
 South Haven, Michigan
 Holland, Michigan
 Grand Rapids, Michigan
 Grand Rapids, Michigan
 Holland, Michigan
 Grand Rapids, Michigan
 Holland, Michigan
 Holland, Michigan
 Kowloon, Hong Kong, China
 Kowloon, Hong Kong, China
 Vadala Mission, B. S. India
 Alto, Michigan
 Baldwin, Wisconsin
 Zeeland, Michigan
 Holland, Michigan
 Holland, Michigan
 Chicago, Illinois
 Clifton, New Jersey
 Muskegon, Michigan
 Grand Rapids, Michigan
 Orange City, Iowa
 Sayville, New York
 Grandville, Michigan
 Lansing, Illinois
 Grand Rapids, Michigan
 Holland, Michigan
 Newark, New York
 Mt. Clemens, Michigan
 Hudsonville, Michigan
 Holland, Michigan
 Redlands, California
 West Coxackie, New York
 Holland, Michigan
 Sheldon, Iowa
 Holland, Michigan
 Detroit, Michigan
 River Forest, Illinois
 Thornwood, New York
 St. Petersburg, Florida
 Coopersville, Michigan
 Holland, Michigan
 Holland, Michigan

Volkenborn, Erika Margaret
 Voogd, Erwin Ray
 Vugteveen, Mary Ellen
 Waggoner, William Charles
 Warren, Alice Marie
 Weber, Eugene Edward
 Wetherbee, Ronald Willis
 Wiegerink, Paul Howard
 Williams, Glenn B.
 *Winkels, Roger John
 *Witteveen, Maurice E.
 †*Wolbert, John A.
 Wolfe, Barbara Mae
 Woltman, Kenneth George
 Woodcock, David Lee
 Wright, Ruth Elaine
 Wyma, Richard John
 Yntema, Sheryl Vaughn
 *Yonkers, Harvey Wayne
 Zilverberg Louise Jacobine
 *Zuverink, Vernon Lloyd
 Zylstra, Evelyn Mae

Irvington, New Jersey
 Buffalo Center, Iowa
 Muskegon, Michigan
 St. Louis, Michigan
 Muskegon, Michigan
 Saugatuck, Michigan
 Zeeland, Michigan
 Grand Rapids, Michigan
 Holland, Michigan
 Zeeland, Michigan
 Holland, Michigan
 Hamilton, Michigan
 Miami, Florida
 Oak Park, Illinois
 Saginaw, Michigan
 Berne, New York
 Grand Haven, Michigan
 Quinton, New Jersey
 Muskegon, Michigan
 Holland, Michigan
 Holland, Michigan
 DeMotte, Indiana

Sophomores

Aardema, Austin Albert
 Abma, Jeanette Winifred
 *Adelberg, Donald Bruce
 *Altena, Dale Herman
 Angus, John Galen
 Arends, Larry John
 Arendsen, Ellyn Jean
 Barkel, John Lloyd
 Barkho, Warda
 *Bekius, Ronald Benny
 Benes, Paul Allen
 Bennink, Carroll Benton
 Beuker, Carol Margaret
 Bitner, George Phillip
 Boelhouwer, Priscilla Ann
 *Boelte, Eugene J.
 Boersma, Phillip
 Boeve, Gerald Lee
 *Bogart, William Frank
 *Bolhuis, Jack K.
 Boniel, Roberta
 †Bosch, Donald Jay

Muskegon, Michigan
 Ringle, Wisconsin
 North Bergen, New Jersey
 Holland, Michigan
 Holland, Michigan
 Lansing, Illinois
 Grand Rapids, Michigan
 Holland, Michigan
 Tell Tamer, Syria
 Holland, Michigan
 Grand Rapids, Michigan
 Coopersville, Michigan
 Marshall, Michigan
 Sturgis, Michigan
 Three Bridges, New Jersey
 Oostburg, Wisconsin
 Holland, Michigan
 Holland, Michigan
 Holland, Michigan
 Holland, Michigan
 New York, New York
 Zeeland, Michigan

Bosley, Edna A.
 *Bosman, Calvin L.
 Bostrom, Paul John
 Bowler, Kenneth Tunis
 Brandt, Carol Ann
 Brat, Paul Jay
 †Braunohler, Ingrid H.
 Bredeweg, Corwin Jay
 *Bredeweg, Edwin Russell
 Bremer, William Paul
 Bremer, John Elizabeth
 Brockmeier, Richard Taber
 Brookstra, William Robert
 Brouwer, Gerald Allan
 Brower, Harley Lee
 Brown, Frederick Martin
 Brown, Harley Dean
 Brown, Richard Eugene
 Bruins, Lillian Carol
 Brumels, Bruce Clayton
 *Burwitz, Robert Harmon
 Buursma, Albert, Jr.
 Buys, Linda Jane
 Camp, Dennis David
 Campbell, Marilyn Suzanne
 Cloetingh, Carol May
 Cook, Carol Ann
 *Cook, Charles A.
 Cook, James Michael
 Cook, Mary Catharine
 Cooper, Burton Fredrick
 Crawford, Darrell Lee
 deForest, Robert Rohrer
 De Jonge, John W.
 De Jongh, Donald C.
 De Kock, Mary Elizabeth
 Demarest, Nancy Ruth
 De Pree, Anne Mills
 De Ruiter, David John
 De Vey, Wilma Frances
 De Vries, Leslie Dale
 De Vries, Theresa Elizabeth
 De Witt, James Garth
 *De Witte, Henry John
 De Wolf, Sally June
 De Young, Marlene Jessie
 Dixon, Wayne Edward

Long Island City, New York
 Holland, Michigan
 Chicago, Illinois
 Fonda, New York
 Grand Rapids, Michigan
 Holland, Michigan
 Mountain Lakes, New Jersey
 Dorr, Michigan
 Holland, Michigan
 Holland, Michigan
 Birmingham, Michigan
 Grand Rapids, Michigan
 Davenport, Iowa
 Holland, Michigan
 Holland, Michigan
 Mohawk, New York
 Danforth, Illinois
 Herkimer, New York
 Douglaston, New York
 Chippewa Lake, Michigan
 Holland, Michigan
 Holland, Michigan
 West Sayville, New York
 Grand Rapids, Michigan
 Grand Rapids, Michigan
 Muskegon, Michigan
 Holland, Michigan
 Coloma, Michigan
 Grand Rapids, Michigan
 Pavillion, Wyoming
 Shelby, Michigan
 DeMotte, Indiana
 Duanesburg, New York
 Zeeland, Michigan
 Burnips, Michigan
 DeMotte, Indiana
 Tenafly, New Jersey
 Zeeland, Michigan
 Los Angeles, California
 Palmyra, New York
 Holland, Michigan
 West Lafayette, Indiana
 Chicago, Illinois
 Indianapolis, Indiana
 Kalamazoo, Michigan
 Friesland, Wisconsin
 Muskegon, Michigan

- Dressel, Sandra Kay
 Du Mex, Theodore Andrew
 Eissen, Alvin J.
 Elzinga, Paul
 Emerson, Emmons Keith
 *Ensing, Marlin A.
 Exo, Mar-Les Ann
 Faber, Jack Edwin
 *Fassler, Albert William, Jr.
 *Feenstra, Gus
 Fischer, Matie Eileen
 Fragale, John
 Francke, Walter Karl
 Franken, David
 Gaskin, Carol Joyce
 Gazan, Harold Sidney
 Giant, Carl Edward
 Graves, Susan Freeman
 *Groeneveld, Jack Richard
 Groenewold, Janet Jean
 Grube, Allen Ward
 Haken, A. Joyce
 *Hamersma, John Albert
 Hansen, Marilyn Margaret
 Harms, Herman Paul
 Heasley, Victor Lee
 Hendrickson, Jerry Arthur
 Hesselink, Charles Bernard
 Hoffman, Robert Jay
 Hoffmyer, Mary Jean
 Hoffs, Vernon Lowell
 Hondorp, Carol Ann
 Hood, John Dave
 Hoogerhyde, Donna J.
 *Hop, Lyle Wayne
 Horton, Helen Joy
 Huibregtse, William Henry
 Huizenga, Nancy Kay
 Hungerink, Helen M.
 Hunt, Una Irene
 Izenbart, Larry Alan
 Jansen, Donald Jay
 Johnson, Richard Wayne
 Johnson, William Dwayne
 *Johnston, Jack Leon
 Julien, Jerome Marshall
 Kaufman, Myron Jacobs
 Holland, Michigan
 Holland, Michigan
 Fulton, Illinois
 Holland, Michigan
 Sturgis, Michigan
 Dorr, Michigan
 Traverse City, Michigan
 Zeeland, Michigan
 New Brunswick, New Jersey
 Coopersville, Michigan
 Muskegon, Michigan
 Lodi, New Jersey
 Zeeland, Michigan
 Winnipeg, Canada
 Harvey, Illinois
 Grand Rapids, Michigan
 Grand Haven, Michigan
 Grand Rapids, Michigan
 Grandville, Michigan
 Cicero, Illinois
 DeMotte, Indiana
 Muskegon, Michigan
 Holland, Michigan
 Sheboygan, Wisconsin
 Holland, Michigan
 Dorr, Michigan
 Grand Rapids, Michigan
 Waupun, Wisconsin
 North Bergen, New Jersey
 Grand Rapids, Michigan
 Sheldon, Iowa
 Detroit, Michigan
 Indianapolis, Indiana
 Holland, Michigan
 Zeeland, Michigan
 Indianapolis, Indiana
 Sheboygan, Wisconsin
 Grand Rapids, Michigan
 Zeeland, Michigan
 New York, New York
 Grand Rapids, Michigan
 Holland, Michigan
 Keyport, New Jersey
 Holland, Michigan
 Van Buren, Arkansas
 Oak Lawn, Illinois
 Herkimer, New York

Keizer, Winona Jean
 Kemme, Carl Dwain
 Kim, Reiko
 Kissack, Wayne Gardner
 Klaaren, Eugene Marion
 Klaasen, Jane Ann
 Knapp, Donald E.
 Knoper, Ronald Dale
 Koeman, Janice Arlene
 †*Kok, Gerald W.
 Kole, Peggy Anne
 Koller, Alfred Francis
 Kortenhoven, Marilyn Jane
 *Kortering, Vernon Dale
 Korver, Phyllis Joy
 Kraai, Franklin Delano
 Krauss, John C.
 Kurth, Kathryn Emily
 Kurtz, Leonard Roy
 Lanning, Nicholas E.
 Lautenbach, Donald Wayne
 Leaske, Frederick Grant
 Lewis, Thomas Richard
 Lindskoog, Donald Philip
 *Lohman, Donald P.
 Lokhorst, Ronald Dale
 Lubbers, Thomas John
 Luth, Carol Jane
 Mackay, Janet Ann
 Magee, George
 McCarthy, Franklin Leroy
 McNeal, William David
 Meiste, Shirley Anne
 Mericle, Beverly Edna
 Meyer, John Hollebrands
 Meyer, Kenneth Ray
 Michaelis, Cecelia Mattie
 Millard, Wayne Arthur
 Miller, Janice Adeline
 Morgan, Richard Thomas
 Morris, Anne
 Muilenburg, David Cornelius
 Mulder, Judith Lynne
 Myers, Carol Elaine
 Needham, John Addison
 Newhouse, Artel Jane
 Noorlag, William

Lansing, Michigan
 Hamilton, Michigan
 San Francisco, California
 Chicago Heights, Illinois
 Sioux Center, Iowa
 Holland, Michigan
 Midland Park, New Jersey
 Zeeland, Michigan
 Holland, Michigan
 Holland, Michigan
 Zeeland, Michigan
 Flushing, New York
 South Holland, Illinois
 Holland, Michigan
 Grand Junction, Colorado
 Holland, Michigan
 Midland, Michigan
 Wyandotte, Michigan
 Manistee, Michigan
 Grand Rapids, Michigan
 Chicago, Illinois
 Kalamazoo, Michigan
 Muskegon Heights, Michigan
 Chicago, Illinois
 Hamilton, Michigan
 Baldwin, Wisconsin
 Whitehall, Michigan
 Holland, Michigan
 St. Joseph, Michigan
 Clawson, Michigan
 Holland, Michigan
 Schenectady, New York
 Holland, Michigan
 Duanesburg, New York
 Altamont, New York
 Holland, Michigan
 Long Island City, New York
 Zeeland, Michigan
 St. Joseph, Michigan
 Herkimer, New York
 New York, New York
 San Mateo, California
 Grand Rapids, Michigan
 Holland, Michigan
 Oak Tree, New Jersey
 Grand Rapids, Michigan
 Chicago, Illinois

- Northuis, Paul Edwin
 *Olson, Arthur Laurence
 Oonk, Mary Joan
 Oosting, Mary Jane
 Paarlberg, Donald
 Paton, Carol Lynn
 Peelen, Joan Wilsa
 Petroelje, Marvin, Jr.
 Pierson, Mary Lou
 *Plaggemars, Warren K.
 Portinga, David Eugene
 Proos, Alyce
 Pschigoda, Loraine Mae
 Puehl, Lois Jean
 Remmelts, Jaymes Edward
 Roelofs, Marilyn Kay
 Ronda, James Alvin
 Roy, William Arnott, Jr.
 Sasaki, Daniel Nozomu
 Saunders, Robert William
 Schaafsma, Shirley Ann
 Schmidt, Doris Hildegard
 Scholten, Carolyn Marie
 Schoon, Dale Richard
 Schreckengust, Kay Elizabeth
 Scott, Donald Whuard
 Short, June Elizabeth
 Skinner, Charles E.
 Slack, Edward George
 South, Lawrence E.
 Stadt, Richard Allen
 Stickle, Doris Louise
 Stout, James Robert
 Swanson, Bertil Wilhelm
 Taylor, Helen Carol
 Teck, Roger Maxim
 Tellman, Virginia
 Ten Haken, Carol Jean
 Ten Haken, Margaret Mary
 Ten Pas, John Herman
 Ter Molen, Larry Richard
 Thoms, Lois Ethel
 Thomson, Robert James
 Trimpe, Dwayne
 †Tuttle, Huber Alvah
 Van Dam, John Howard
 Vanden Bos, John William
 Holland, Michigan
 Grand Rapids, Michigan
 Holland, Michigan
 Dayton, Ohio
 South Holland, Illinois
 Lincoln Park, Michigan
 Kalamazoo, Michigan
 Holland, Michigan
 Holland, Michigan
 Holland, Michigan
 Vicksburg, Michigan
 Grand Rapids, Michigan
 St. Joseph, Michigan
 Grand Rapids, Michigan
 Grand Rapids, Michigan
 Grand Rapids, Michigan
 Oak Park, Illinois
 Malvern, Pennsylvania
 Kitami City, Kokkaido, Japan
 Holland, Michigan
 Grand Rapids, Michigan
 Ridgewood, New Jersey
 Steen, Minnesota
 Gary, Indiana
 Fennville, Michigan
 Millburn, New Jersey
 Auburn, New York
 Whitestone, New York
 Grandville, Michigan
 Muskegon, Michigan
 Grand Rapids, Michigan
 Somerville, New Jersey
 Greenville, Michigan
 Three Oaks, Michigan
 McBain, Michigan
 Baldwin, New York
 Holland, Michigan
 Hingham, Wisconsin
 Milwaukee, Wisconsin
 Afton, New York
 Grand Rapids, Michigan
 Kuwait, Persian Gulf
 Detroit, Michigan
 Holland, Michigan
 Schenectady, New York
 Holland, Michigan
 Holland, Michigan

Vanden Brink, Beatrice Jean	Holland, Michigan
Vanden Brink, Ronald Dale	Holland, Michigan
Vande Poel, Mary Lou	Holland, Michigan
Vander Hill, Charles Warren	Queens Village, New York
Vander Jagt, Elizabeth Marjorie	Conklin, Michigan
Vanderlaan, Lois Ann	Muskegon, Michigan
Vander Maat, Paul	Holland, Michigan
Vander Meer, Carol Ann	Battle Creek, Michigan
Vander Ploeg, Marvin	Holland, Michigan
Van Eenenaam, Isla	Muskegon, Michigan
Van Hattem, Melchior Henry	Grand Rapids, Michigan
Van Leeuwen, Leslie Joan	Bellflower, California
Van Peurse, Jan	Zeeland, Michigan
*Van't Hof, Harold Richard	Grand Rapids, Michigan
Van Voorst, Beverly Ann	Greenville, Michigan
Van Zoeren, Thelma Eileen	Zeeland, Michigan
Ver Beek, Carl Edward	Holland, Michigan
Ver Beek, Harley Dale	Hamilton, Michigan
Vos, Hetty Molenaar	Saugerties, New York
Voss, Faye Ruth	Bahrain, Persian Gulf, Arabia
Wade, Helen Louise	Holland, Michigan
Wassink, Jerome Hugh	Hamilton, Michigan
Watt, Paul Duane	St. Joseph, Michigan
Weersing, Spencer	Lake City, Michigan
Welch, Marcia A.	Holland, Michigan
Wendt, Ruth Sharon	Holland, Michigan
*Wennersten, George Thomas	Holland, Michigan
Wenzel, Barbara June	Holland, Michigan
Wessels, Janet Carol	Grand Rapids, Michigan
Westenbroek, Wayne Delwyn	Holland, Michigan
Westerbeke, Edward Jan	W. Sayville, New York
Westra, Virginia Jean	Grand Rapids, Michigan
Westrate, Janice Rae	Hart, Michigan
White, Nancy Cyphers	Roxbury, Delaware County, New York
Wildschut, Marianne Janet	Holland, Michigan
Wingard, John Richard	Holland, Michigan
*Wood, Marvin Elton	Zeeland, Michigan
Woods, Joseph Windsor	Dumont, New Jersey
Worden, George A.	Cadillac, Michigan
Yonkers, Russell Clifton	Muskegon, Michigan
*Zeng, George	Holland, Michigan
Zhe, Carolyn Ruth	Schenectady, New York
Zickafoose, Theodore Richard	Charleston, West Virginia
Zimmerman, Raymond Lee	Grand Haven, Michigan
Zwyghuizen, John Edward	Zeeland, Michigan
Zylman, Terril Jon	Holland, Michigan

Freshmen

Aardema, Gertrude Kathryn
 Adams, Mary Jane
 Akker, Virginia L.
 Anker, Jane Alice
 Bailey, Janet Helen
 Baldwin, Marcia Ann
 Bechtel, Helen Judith
 Berens, Robert D.
 *Bergman, Benjamin Meindert
 Biery, David Michael
 Bjorklund, Ronald Edward
 Bogart, Iris Frances
 Bolt, Gordon Alan
 Bolthouse, James J.
 Bootsman, Barbara Jane
 Bosker, Stanley Gene
 Boughton, Marilyn Frances
 Bouman, Barbara Jean
 Bouman, Paul Alan
 Bouws, Marcia Elaine
 Boyd, Nancy Anne
 Braaksma, Shelby M.
 Brandt, Harvey Nelson
 †Bratt, Sue Karen
 Bratton, Robert William
 Brink, Bruce Edward
 Brink, Kenneth Wayne
 Bronson, Ronald Jay
 Brookstra, Judy A.
 Brower, Ardith Jeanne
 Brouwer, Paula Jean
 Brown, Kenneth Henry
 Bryson, John Gregory
 Burggraaff, Gertrude
 Burne, Frederic A.
 Bylsma, Gary Barton
 Cameron, Winifred Carol
 Carter, Evalyn Hughes
 Chandler, Ronald Lee
 Clark, David Lee
 Cleason, David G.
 Clelland, Elizabeth S.
 Cook, Edgar Ted
 Cook, Phillip E.

Central Lake, Michigan
 Poughkeepsie, New York
 Morrison, Illinois
 South Holland, Illinois
 Ridgewood, New Jersey
 Muskegon, Michigan
 Indianapolis, Indiana
 Zeeland, Michigan
 Holland, Michigan
 Northville, Michigan
 Peekskill, New York
 North Wilbraham, Massachusetts
 Chicago, Illinois
 Muskegon, Michigan
 Chicago, Illinois
 Kalamazoo, Michigan
 Teaneck, New Jersey
 Holland, Michigan
 Holland, Michigan
 Holland, Michigan
 Boonton, New Jersey
 Cambria, Wisconsin
 Holland, Michigan
 Lake, Michigan
 Buffalo, New York
 Hamilton, Michigan
 Holland, Michigan
 Holland, Michigan
 Wheaton, Illinois
 Holland, Michigan
 Cleveland, Ohio
 Herkimer, New York
 Paterson, New Jersey
 Staten Island, New York
 Schenectady, New York
 Grand Rapids, Michigan
 Cleveland, Ohio
 Woodbourne, New York
 Holland, Michigan
 Hagaman, New York
 Palmyra, New York
 New York, New York
 Grosse Pointe Farms, Michigan
 Holland, Michigan

- Cooper, Donald W.
 Coulson, Charles Myron
 Crawford, Bruce Roger
 Creager, Charlotte Rose
 Cumerford, Mary Ann
 Damson, Karen M.
 Damstra, Philip Lew
 Daniels, Gordon C.
 Davenport, Harriet Elizabeth
 De Braal, Alan Ray
 Decker, Lynda Ann
 Decker, Sondra
 Dekker, Marvin John
 Delong, Jack
 Den Boer, Robert Martin
 De Noble, Janet Ruth
 De Pond, Jack G.
 De Vries, Roger Lee
 De Witte, Sheryl R'Dean
 De Young, Daniel J.
 De Young, Nancy Ann
 Diekman, Fred William
 Disbrow, Ronald Keith
 *Disselkoen, Orville F.
 †Doedens, Robert John
 Dorn, Stuart R.
 Doyle, Shirley Ann
 Dykhuizen, C. Elaine
 Edwards, Suzanna Lee
 Einaar, Rudolf Martin
 †Ekema, Charlotte Anne
 Elzinga, Marshall Gene
 Elzinga, William Edward
 Emmick, Barbara Ann
 Emmons, Craig George
 Endert, Frieda M.
 Engbers, James Arend
 Engel, Gary J.
 Essenburg, Vern James
 Evers, James Lowell
 Felix, Andre B.
 Fell, Elizabeth Ann
 Fell, Paul Erren
 Fikse, Evert H.
 Fisher, Arthur Jay
 Gay, William
 Giesmoe, Myra F.
 Chicago, Illinois
 Jersey City, New Jersey
 Herkimer, New York
 Conklin, Michigan
 Holland, Michigan
 Holland, Michigan
 Holland, Michigan
 Vicksburg, Michigan
 Riverdale, New Jersey
 Rochester, New York
 Pompton Lakes, New Jersey
 Yonkers, New York
 Chicago Heights, Illinois
 Holland, Michigan
 Saranac, Michigan
 Paterson, New Jersey
 Bellevue, Michigan
 Zeeland, Michigan
 Fremont, Michigan
 New York, New York
 Kalamazoo, Michigan
 Union City, New Jersey
 Holland, Michigan
 Zeeland, Michigan
 Milwaukee, Wisconsin
 Castleton, New York
 West Keansburg, New Jersey
 Scotia, New York
 Herkimer, New York
 Great Neck, New York
 Kalamazoo, Michigan
 Hudsonville, Michigan
 Ellsworth, Michigan
 Holland, Michigan
 Holland, Michigan
 Stoney Creek, Ontario, Canada
 Grand Rapids, Michigan
 Flushing, New York
 Ellsworth, Michigan
 Chicago, Illinois
 Grand Rapids, Michigan
 Warrenton, Virginia
 Warrenton, Virginia
 London, Ontario, Canada
 Delton, Michigan
 North Muskegon, Michigan
 Des Plaines, Illinois

Giljam, Janet Ruth	Sodus, New York
Gloss, Mildred Ann	Mount Prospect, Illinois
Gordon, Linda Megan	Holland, Michigan
†Corz, Richard Allen	Saugatuck, Michigan
Gotte, Margo Ruth	Rego Park, New York
Griffes, Lois E.	Muskegon Heights, Michigan
Groen, Robert Jay	Holland, Michigan
Gunneman, Roger Wayne	Coopersville, Michigan
Ham, Carol Anne	Claverack, New York
Hamelink, Linda Lou	Holland, Michigan
Hansen, Jeanette E.	Sheboygan, Wisconsin
Hansen, Thorval A.	Grand Rapids, Michigan
Hays, Calvin	Gray Hawk, Kentucky
Heeres, Dale W.	Muskegon, Michigan
Hellenga, Lorraine Kay	Three Oaks, Michigan
Hellriegel, John Curtis	Buffalo, New York
Hendrickson, Marilyn Joy	Grand Rapids, Michigan
Higgins, Marjorie Rae	Montague, Michigan
Hocksema, Gordon James	Holland, Michigan
Hofmeyer, Terry Lee	Holland, Michigan
Holkeboer, Carl	Holland, Michigan
Hollander, Edna Claire	Kalamazoo, Michigan
Holt, Mary Doris	Holland, Michigan
*Holt, Robert Lyle	Holland, Michigan
Hoogendoorn, Jack Lee	Kalamazoo, Michigan
Hook, Philip John	Morrison, Illinois
Hough, James Easton	Bergenfield, New Jersey
*Housenga, Harlan Gregg	Fulton, Illinois
Huffine, Robert Paige	Sayville, New York
Huizenga, Paul Arden	Grandville, Michigan
Hull, Clarice Marie	Brandon, Wisconsin
Jacobs, Jackie Ann	Holland, Michigan
Johnson, Walter Lyle	Grand Rapids, Michigan
Johnston, William H.	Flushing, New York
Jurries, Donna Mae	Hamilton, Michigan
Kaat, James Lee	Zeeland, Michigan
Koluf, Marvin Duane	De Motte, Indiana
Kamp, James Peter	Grandville, Michigan
Kennedy, David L.	Muskegon, Michigan
Kirkwood, Susan Randolph	Metuchen, New Jersey
Klaaren, Mary Ann	Sioux Center, Iowa
Klaaren, Miriam E.	Englewood, Colorado
Kleinheksel, John Robert	Holland, Michigan
Kleinheksel, Roger Edwin	Holland, Michigan
Kober, Albert Richard	Herkimer, New York
Koller, Anthony Stephen	Flushing, New York
Kraai, Jack Allen	Chicago, Illinois

- Kremer, Norman George
Kyle, Janice
La Grande, Verna Lee
Lammers, Donna Mae
Lammers, Mary Ann
Laning, Ruth Joan
Leestma, Jan E.
†*Lemmen, Arie William
Lemmen, Charles Jerome
Litts, Alberta Jessie
Long, Nancy
Looman, Gary J.
Lovins, Phyllis Jean
Machiele, Delwyn Earl
*Maertens, Herman H.
*Marshall, Robert S.
Martin, Barbara Ruth
Martin, Judy H.
*McCarthy, Thomas Leslie
McNeil, Jill E.
Meengs, John R.
Menzer, James Tyrone
Miller, Nelda Leona
Mitchell, Karen Eleanor
Mohr, James N.
Monroe, Barbara E.
Moore, Richard Wesley
Mulder, John A.
Murphy, Robert J.
†Muyskens, Donald Lee
Nelson, Carol Marie
Nelson, Lynalice
Nienhuis, Carroll W.
Nieuwsma, Carol Joanne
Nyhuis, Karen Marie
Nykamp, John Marvin
Nykamp, Paula C.
Nykamp, Wade Lewis
Olson, Judith Alice
Osterbaan, Peter Donald
Osterhof, Elizabeth Joan
Ousterling, David Lynn
Overton, Arthur Wayne
Overzet, Jack Roger
Owen, Janet L.
Parkes, John Edward
Saint Anne, Illinois
Fremont, Michigan
North Muskegon, Michigan
Hingham, Wisconsin
Jamestown, Michigan
Oak Park, Illinois
Battle Creek, Michigan
East Saugatuck, Michigan
Holland, Michigan
Berne, New York
New Kingston, New York
Zeeland, Michigan
Grandville, Michigan
Zeeland, Michigan
Brooklyn, New York
Buffalo, New York
Highland Park, New Jersey
Midland Park, New Jersey
Holland, Michigan
Clifton, New Jersey
Mishawaka, Indiana
Sheboygan, Wisconsin
Clifton, New Jersey
Morrison, Illinois
Jenison, Michigan
Pittsford, Michigan
Canastota, New York
Holland, Michigan
Holland, Michigan
Coopersville, Michigan
Rochester, New York
Muskegon, Michigan
Holland, Michigan
Holland, Michigan
Waupun, Wisconsin
Holland, Michigan
Zeeland, Michigan
Holland, Michigan
Gary, Indiana
Ellsworth, Michigan
Holland, Michigan
Waupun, Wisconsin
Islip, New York
Dorr, Michigan
Kalamazoo, Michigan
Chicago, Illinois

- Patterson, Judith A.
 Peck, Norma Lynne
 Peelen, George W.
 Philip, Joy Laverne
 Phillippsen, Barbara Jane
 Piersma, Donald Duane
 Plassche, Loretta Mae
 Platzer, Wayne D.
 Poit, Carl Hogan
 Post, Stuart H.
 Potter, Roger Allen
 Postema, Sandra Lee
 Prince, Calvin Wilbur
 *Prince, Lyle Vernon
 Rikkers, David D.
 Ritsema, Ray Lee
 Robbert, Jan Louis
 Roos, Joan C.
 Rosczyk, James Russell
 Rosendahl, Hazel Jean
 Rothwell, Betty Ann
 Rottschafer, Leon Dyke
 Rupp, Tyrone Daniel
 Russcher, Donna Rae
 Rylance, Carol Ann
 Rynbrandt, Alyn Jr.
 Sanko, Barbara A.
 Scarlett, Cynthia Ann
 Schlafer, Sheryl James
 Schalekamp, Myrna Ruth
 Schiefelbein, Karen E.
 Schreur, Ivan James
 Schroeder, Joan Arlene
 *Schut, Roger Lee
 Schut, Rolland J.
 Schuurman, Edwin James
 Scudder, Marilyn Jean
 Seiffert, Suzanne Ruth
 Seymer, Ralph H. Jr.
 Siebeling, Ronald Jon
 Siedentop, Daryl Lee
 Sikkema, Ronald Lee
 Sikkenga, Carol Ann
 Sluyter, Diane C.
 Smits, Charles Allen
 Stavenger, Judy Ann
 Stirnweis, Barbara Jean
 Otsego, Michigan
 Grand Rapids, Michigan
 Kalamazoo, Michigan
 Wyandotte, Michigan
 Rochester, New York
 Chicago, Illinois
 East Williamson, New York
 Castleton-on-Hudson, New York
 Poughkeepsie, New York
 Holland, Michigan
 Holland, Michigan
 New Era, Michigan
 Holland, Michigan
 Holland, Michigan
 West Unity, Ohio
 Momence, Illinois
 Holland, Michigan
 Holland, Michigan
 Fennville, Michigan
 Three Rivers, Michigan
 Flushing, New York
 Alma, Michigan
 Wauseon, Ohio
 Muskegon, Michigan
 Kingston, New York
 Jamestown, Michigan
 Kenmore, New York
 Lansing, Michigan
 Leaf River, Illinois
 Orange City, Iowa
 Grand Haven, Michigan
 Holland, Michigan
 Calgary, Alberta, Canada
 Hudsonville, Michigan
 Hudsonville, Michigan
 Holland, Michigan
 Kuwait, Persian Gulf
 New Brunswick, New Jersey
 Grand Rapids, Michigan
 Kohler, Wisconsin
 Downers Grove, Illinois
 Morrison, Illinois
 Spring Lake, Michigan
 Herkimer, New York
 Zeeland, Michigan
 Cicero, Illinois
 Richmond Hill, New York

- Stockhoff, Ronald Conrad
Streur, Eileen Marie
Stringer, Christopher James, Jr.
Stryker, John Alvin
Su, Lawrence C. L.
Swarts, William L.
Swets, Ethel Ann
Tallman, Elwood Henry
*†Talsma, Mearl
Tell, Ann Marie
Ten Broeke, Melvin Jay
Tenhor, Adrian George
Thompson, Richard Edward
Thompson, Thomas Walter
Tillman, Janet Louise
Tinholt, Lloyd Allan
Tomlinson, Jane
Top, Virginia Joyce
Toppen, Janice Ruth
Tornga, Dorene Ruth
Trimmer, Robert W.
Tysse, John Paul
Tysse, Judith Wynne
Vande Poel, James Russell
Vanden Berg, Anita Louise
Vanderborgh, Nicholas, E.
Vander Hart, Marna Lois
Vander Hart, William Eugene
Vander Kolk, Ivan Wayne
Vander Kolk, Joyce
Vander Meer, Alan Wilson
Vander Mel, Bruce Paul
Van Der Meulen, Ruth
Vandermyde, Cynthia Fae
Vander Ven, John Edward
Vander Werf, Elaine Rae
Van Dongen, Gene W.
Van Dyke, Judith Ann
Van Es, Rowland Dean
Van Koeving, Mary Beth
Van Swol, Wayne Ronald
*Van't Hof, Donald Gene
Van Wyk, Paul Herbert
Veld, Audrey Elaine
Veldman, Ruth Joanne
Verhey, Jay Stanley
Verkaik, Marsha Mae
Westbury, New York
Holland, Michigan
Lansing, Michigan
Holland, Michigan
Happy Valley, Hong Kong
Detroit, Michigan
Staten Island, New York
Momence, Illinois
Marion, Michigan
Rochester, New York
Holland, Michigan
Paterson, New Jersey
Des Plaines, Illinois
Levittown, Pennsylvania
Saint Joseph, Michigan
Holland, Michigan
Churchville, Pennsylvania
Hamilton, Michigan
Muskegon, Michigan
Grand Rapids, Michigan
Schenectady, New York
Coxsackie, New York
Lyndhurst, Ohio
Holland, Michigan
Grand Haven, Michigan
Sayville, New York
Ithaca, Michigan
Ithaca, Michigan
Grandville, Michigan
New Brunswick, New Jersey
Chicago, Illinois
Delmar, New York
Zeeland, Michigan
South Holland, Illinois
Holland, Michigan
Holland, Michigan
Grand Haven, Michigan
Zeeland, Michigan
Sonoma, California
Zeeland, Michigan
South Holland, Illinois
Grand Rapids, Michigan
Grand Rapids, Michigan
South Holland, Illinois
Grand Rapids, Michigan
Staten Island, New York
Yucaipa, California

Ver Meulen, Gretchen	Racine, Wisconsin
Visser, Bruce Gerritt	Grand Rapids, Michigan
Visser, Wayne Allen	Allendale, Michigan
Vogel, Franklyn Allan	Kearny, New Jersey
Von Ins, Karl A.	Holland, Michigan
Wager, David Earl	Wallkill, New York
Wagner, Edna Mae	Waldwick, New Jersey
Wallace, Norma McDonald	New York, New York
Walrad, Janet Donlon	Herkimer, New York
Weeks, Greta Pearl	Grand Rapids, Michigan
Wehnau, Peter Lawrence	Rensselaer, New York
Welch, Phyllis Ann	Holland, Michigan
*Welling, Earl J.	Holland, Michigan
Wenke, Lee Henry	Kalamazoo, Michigan
Werkman, Duane T.	Chicago, Illinois
*Westenbroek, Vernon Jay	Holland, Michigan
†Westrate, Jack I.	Holland, Michigan
Wheable, George Edward	Oakland, California
White, David E.	Amsterdam, New York
White, Forrest Eugene	Paradise, Kansas
Wiers, Charles James	Highland, Indiana
Wiersma, Darryl J.	Zeeland, Michigan
Wiersma, Marcia Lou	Zeeland, Michigan
Wilson, Stuart M.	Wyandotte, Michigan
Wissink, Carl Dale	Zeeland, Michigan
Wissink, Harriet	Milwaukee, Wisconsin
Wood, Marjorie Eleanor	Ridgefield, New Jersey
Wristers, Harry Jan	New Orleans, Louisiana
Zwemer, Thomas James	Norfolk, Virginia

Special Students

1956 -1957

Bontekoe, William George	Holland, Michigan
Brower, Rachel	Holland, Michigan
Buteyn, Jeanette J.	Sheboygan, Wisconsin
Compagner, Ivan	Holland, Michigan
Curlee, Emily	Dearborn, Michigan
De Kraker, Larry	Holland, Michigan
*Elenbaas, John Douglas	Holland, Michigan
†Goding, Gordon V.	Zeeland, Michigan
Hahn, James Robert	Grand Rapids, Michigan
Johnston, Marcella Mae	Van Buren, Arkansas
Kooyers, Lucile	Holland, Michigan
Kragt, Alice M.	Holland, Michigan
Lamoreaux, Calvin Gene	Holland, Michigan

*LePaire, Donald James	Holland, Michigan
Marsilje, June	Holland, Michigan
Moore, Everett Russell, Jr.	Holland, Michigan
Plosila, John W.	Holland, Michigan
Rybrandt, Thurman Philip	Holland, Michigan
Schutmatt, M. Pauline	Holland, Michigan
*Shary, Frank Charles	Holland, Michigan
*Slager, Julius	Holland, Michigan
Smith, Sue	Morrison, Illinois
Tuinsma, Connie Jane	Holland, Michigan
Van Ark, Bernard J.	Grand Rapids, Michigan
Van Kolken, Paul M.	Holland, Michigan
Van Tongeren, Mrs. Harold	Holland, Michigan
Veen, Peter R.	Holland, Michigan
*Wesseldyk, Albert Jay	Zeeland, Michigan

Summer School Students 1956

Allspach, Wilma Ruth	Parkersburg, Iowa
Aument, Sara Wurzburg	Grand Rapids, Michigan
Barr, Randall, Jay	Zeeland, Michigan
Bennett, Elgada Adelle	Holland, Michigan
Berens, Evelyn Marie	Paterson, New Jersey
*Berens, H. Wayne	Paterson, New Jersey
Blauwkamp, Florence	Zeeland, Michigan
Bloemendaal, William F.	Holland, Michigan
*Boerman, Donald J.	Zeeland, Michigan
*Bogart, William Frank	Holland, Michigan
*Bolhuis, Jack K.	Holland, Michigan
Bosch, Theodore Bevier	Castle Park, Michigan
Boyd, Jane K.	Holland, Michigan
Brinkert, Robert Lester	Grand Haven, Michigan
Brockmeier, Richard Taber	Grand Rapids, Michigan
Buteyn, Jeanette	Sheboygan, Wisconsin
Charpentier, Donald A.	Brooklyn, New York
Compaa, Dena	Holland, Michigan
*Cook, Charles Albert	Holland, Michigan
Cook, Mary Catharine	Holland, Michigan
De Cook, H. Arlene	Holland, Michigan
De Hoogh, Doris	Marion, South Dakota
De Pree, Margaret A.	Holland, Michigan
*De Vree, Carl L.	Holland, Michigan
De Vree, Marilyn G.	Holland, Michigan
DeWitt, Earl M.	Grand Rapids, Michigan
*DeWitt, Howard Eugene	Sturgis, Michigan
DeYoung, Robert N.	Grand Rapids, Michigan

Dyk, Edna Mae	Holland, Michigan
Dykstra, Larry Dale	Holland, Michigan
Essenburg, Karl Lee	Holland, Michigan
Faber, Kenneth Marcus	Grand Rapids, Michigan
*Feenstra, Gus	Holland, Michigan
Floto, Elizabeth Ann	Grand Haven, Michigan
Franken, Geneva	Holland, Michigan
Geerlings, Ann H.	Holland, Michigan
Gideon, Martin Kort	Paterson, New Jersey
*Giebink, Gerald Allen	Waupun, Wisconsin
Gould, Richard Harris	Wantagh, L. I. New York
Grote, Mary Elizabeth	Holland, Michigan
Hall, Normalee	Holland, Michigan
Hartgerink, Marlene J.	Zeeland, Michigan
Hedelund, Virginia	Holland, Michigan
Heerspink, Marjorie	Holland, Michigan
Heetderks, Robert Glenn	Holland, Michigan
*Herlein, George Leonard	Holland, Michigan
Hilson, George Birton	Holland, Michigan
*Holmlund, John Edward	Holland, Michigan
*Hop, Lyle Wayne	Holland, Michigan
*Hubbard, James Edward	Zeeland, Michigan
*Johnston, Jack Leon	Holland, Michigan
Johnston, Marcell Mae	Van Buren, Ark.
*Kelly, R. Peter	Van Buren, Ark.
Klaasen, Jane Ann	Flushing, New York
Kleinheksel, Lloyd Edwin	Holland, Michigan
Kleinjan, Ruth Viola	Holland, Michigan
Klomprens, Alice	Holland, Michigan
Knoll, Harold, Jr.	Holland, Michigan
*Kole, Kenneth W.	Hudsonville, Michigan
Kooyers, Alton D.	Holland, Michigan
Kooyers, Lucile	Holland, Michigan
*Kortering, Ernest, Jay	Holland, Michigan
*Kortering, Vernon Dale	Holland, Michigan
Lange, Edith A.	Holland, Michigan
Lenters, Hannah Grace	Holland, Michigan
Loew, Clyde Warren	Byron Center, Michigan
*Losee, Calvin Young	Holland, Michigan
*Lubben, George William	Holland, Michigan
MacDonald, Kenneth P.	Holland, Michigan
Maentz, Robert Caldwell	Medford, Oregon
*Marks, Edward E.	Holland, Michigan
*McCarthy, Thomas Leslie	Holland, Michigan
Monique, Viola Elaine	Douglas, Michigan
Myers, Carol Elaine	Holland, Michigan
Nyenhuis, Ruby Joyce	Holland, Michigan

*Oosterbaan, Donald D.	Holland, Michigan
Pott, Frances Leona	Holland, Michigan
Rackes, Edwine Jean	Holland, Michigan
Redding, Theodore J.	Holland, Michigan
Rhoades, Mary R.	Holland, Michigan
Roth, Raymond	Holland, Michigan
Schaafsma, Jane Elizabeth	Holland, Michigan
Schieringa, Paul Kenneth	Holland, Michigan
Scholten, Donald Paul	Marion, Virginia
Schut, Lawrence James	Holland, Michigan
Schutmaat, Hope	Holland, Michigan
*Shary, Frank Charles	Holland, Michigan
Stap, Fred Allen	Grand Rapids, Michigan
Steffens, Henry Westveer	Holland, Michigan
Steininger, William Alfred	Holland, Michigan
Steininger, James Orton	Holland, Michigan
Stryker, John Alvin	Holland, Michigan
Taylor, Helen Carol	McBain, Michigan
Ten Have, Milton J.	East Saugatuck, Michigan
Timmer, Albert	Holland, Michigan
Tripp, Dorothy Susan	Allegan, Michigan
Van Appledorn, Carl	Holland, Michigan
Vanden Bos, Lura Frances	Holland, Michigan
Van Domelan, Katrina	Grand Rapids, Michigan
Van Essen, Hendrik	Netherlands
Van Hoeven, Shirley Ann	Holland, Michigan
Van Houten, Celesta Ellen	Holland, Michigan
Van Koevering, Mary Beth	Zeeland, Michigan
*Van Koevering, Paul	Zeeland, Michigan
Vander Zee, Mrs. N.	Holland, Michigan
Vaughan, Richard Willis	Hawthorne, New York
Veldman, Jay E.	Coopersville, Michigan
Ver Steeg, Jackson D.	Orange City, Iowa
Vinstra, H. Raymond	Holland, Michigan
Walker, Olin R.	Holland, Michigan
Walsh, Joy	Zeeland, Michigan
Wildschut, Marianne	Holland, Michigan
*Williams, Donald K.	Holland, Michigan
Williams, Robert Lee	Chicago, Illinois
Winstrom, Dorothy	Zeeland, Michigan
Young, Joseph	Manila, P. I.
Zilverberg, Louise Jacobine	Holland, Michigan

Evening School Students 1956 - 1957

Bielby, James W.	Holland, Michigan
Bocks, Donald A.	Holland, Michigan
Bratt, Annette	Holland, Michigan
*Buurma, Clarence B.	Holland, Michigan
†Crowe, Catherine W.	Holland, Michigan
De Jong, August	Holland, Michigan
De Weerd, Jane	Holland, Michigan
De Witt, Judy	Holland, Michigan
*De Witt, Richard A.	Holland, Michigan
Eckurelen, Esther C.	Holland, Michigan
†Edson, Mary Lou	Holland, Michigan
Evers, Dorothy Jean	Holland, Michigan
Franken, Geneva	Holland, Michigan
Gahan, Louise J.	Zeeland, Michigan
*Gearhart, Ezra F.	Holland, Michigan
Haagsma, Petronella	Whitinsville, Massachusetts
Haak, Ruth M.	Holland, Michigan
Huitsing, Pieter	Winsum, Netherlands
*Jacoby, Delbert George	Holland, Michigan
Japinga, Eula Una	Grandville, Michigan
Jipping, Hannah	Holland, Michigan
†Kaashoek, Leona Ruth	Holland, Michigan
Kaashoek, Lois	Holland, Michigan
Klomprens, Alice	Holland, Michigan
*Knudsen, Harold Frank	Holland, Michigan
Kooyers, Lucile	Holland, Michigan
Kuiper, Henrietta	Holland, Michigan
Lenters, Dick	Holland, Michigan
Meeusen, C. Diane	Holland, Michigan
Moes, Catherine	Holland, Michigan
Nienhuis, Marion	Holland, Michigan
Ouderkirk, Norma Jean	Holland, Michigan
Overway, Betty Jane	Holland, Michigan
Prins, Marjorie	Holland, Michigan
Rhem, Patricia Lee	Holland, Michigan
Ruhlig, Edward M.	Holland, Michigan
Schieringa, Paul Kenneth	Holland, Michigan
Sharrock, James Leland	Ypsilanti, Michigan
Tinholt, Carla Sue	Holland, Michigan
Vanden Bos, Lura Frances	Holland, Michigan
Vander Hill, Gertrude Catherine	Holland, Michigan
Vander Yacht, Audrey Leonora	Holland, Michigan
Van Doornik, Ardith Joyce	Holland, Michigan
Van Dort, Dorothy Jean	Zeeland, Michigan
Van Dyke, Catherine F.	Holland, Michigan

Van Dyk, Fannie	Holland, Michigan
Van Dyke, Mary Lou	Holland, Michigan
Van Eck, Christine D.	Holland, Michigan
Van Faasen, Paul	Holland, Michigan
Van Haitsma, Titus	Holland, Michigan
Van Harn, Anjean	Holland, Michigan
Van Hartesveldt, L. Philip	Holland, Michigan
Van Hartesvelt, Velda	Holland, Michigan
Van Lente, Harriet M.	Holland, Michigan
†*Van Wieren, Kenneth Harold	Holland, Michigan
Van Wyke, Margaret L.	Holland, Michigan
Vermeulen, Gerald Jay	Holland, Michigan
Verplank, Jessamine	Zeeland, Michigan
Walker, Olin R.	Holland, Michigan
Wierenga, Alonzo	South Haven, Michigan
†Attended first semester only	
*Veterans	Fee HE

Geographical Distribution

United States		Foreign Countries	
Michigan	726	China	5
New York	143	Canada	5
Illinois	70	India	4
New Jersey	62	Arabia	4
Wisconsin	30	Japan	2
Indiana	17	Netherlands	3
Iowa	17	Syria	1
California	11	Malaya	1
Ohio	9	Korea	1
Massachusetts	5	Philippine Islands	1
Minnesota	5		
Virginia	6	Total	27
Pennsylvania	5	Grand Totals	
Colorado	2	U.S.A.	1126
Florida	2	Foreign	27
Kentucky	2		
Arkansas	4		1153
New Hampshire	1	Deduct,	
Washington	1	double count	59
Oklahoma	1		
Missouri	1		1094
Kansas	1		
Louisiana	1		
Wyoming	1		
West Virginia	1		
South Dakota	1		
Oregon	1		
U.S. Total	1126		

Religious Affiliation

Reformed Church in America	745
Christian Reformed	106
Methodist	67
Presbyterian	58
Baptist	33
Congregational	33
Undenominational	17
Lutheran	18
Episcopalian	18
Protestant	8
None	13
Roman Catholic	7
Evangelical	5
Christian	3
Pilgrim Holiness	4
United Brethren	4
Berean Reformed	2
New Apostolic	2
Unknown	4
Latter Day Saints	1
7th Day Adventist	1
Greek Orthodox	1
Pentecostal	1
Assembly of God	1
Evangelical Mennonite	1
Total	1153
Deduct double count	59
	1094

Summary of Enrollment

1955 - 1956

Class	Men	Women	Total
Seniors	131	51	182
Juniors	140	67	207
Sophomores	158	96	254
Freshmen	175	132	307
Full-time	604	346	950
Specials	17	10	27
Evening College	19	40	59
Summer School	68	49	117
Grand Total	708	445	1153
Deduct double count	42	17	59
	666	428	1094

Graduates, 1956

A.B. Degree Conferred in 1956

Ackerman, Ronald Louis
 Adams, John Jennings
 Adams, Mary Jane
 Addis, Margery Ann
 Bedingfield, Robert William
 Beets, Wilma Clare
 Berghage, Connie Nies
 Bieri, Arthur Merrill
 Boender, Ruth Dorcas Pruis
 Bolks, Evelyn Evonne
 Bolt, Richard Allen
 Bouwer, William Jay
 Braak, Dorah Evans
 Brookstra, Barbara Joanne
 Brookstra, Donald Lee
 Brouwer, Arie Raymond
 Brown, Frances Marie
 Burggraaff, Mary Ruth
 Carey, Thomas A.
 Charpentier, Donald Armand
 *Cleason, Donald J.
 Cloetingh, Christine Marie
 Conklin, Janice Faye
 Cook, George Robert
 Coon, Edwin Carlton
 Davis, Grover Jerome
 De Beer, Agnes Darlene
 De Braal, Donald R.
 Decker, Richard Henry
 De Graw, Ronald Jay
 De Jong, John Edward
 Den Hartog, Don Wayne
 Denny, Christine Kingsley
 De Pree, Alyce
 De Pree, Glen
 De Pree, John Edward
 De Vries, Ted Donald
 De Witt, Lawrence Harry
 De Young, Robert James
 De Young, Robert Nelson
 Ewing, John Howard
 Failor, Carlton Braley
 Gaikema, Nancy Claire
 Galer, James Floyd
 Gowens, Meryl Kathryn

Cedar Grove, Wisconsin
 Saginaw, Michigan
 East Lansing, Michigan
 Glen Head, New York
 New York, New York
 Grand Rapids, Michigan
 Holland, Michigan
 Lowell, Michigan
 Morrison, Illinois
 Hull, Iowa
 Grand Rapids, Michigan
 Grand Rapids, Michigan
 Muskegon, Michigan
 Wheaton, Illinois
 Davenport, Iowa
 Edgerton, Minnesota
 West Coxsackie, New York
 Dumont, New Jersey
 Holland, Michigan
 Brooklyn, New York²
 Palmrya, New York
 Muskegon, Michigan
 Spring Valley, New York
 Detroit, Michigan
 Poughkeepsie, New York
 Staten Island, New York
 Alton, Iowa
 Rochester, New York
 Grand Rapids, Michigan
 St. Joseph, Michigan³
 Bellflower, California
 Hospers, Iowa
Bath, Somerset, England
 Zeeland, Michigan
 Zeeland, Michigan
 Zeeland, Michigan
 Hammond, Indiana
 Muskegon Heights, Michigan
 Hamilton, Michigan
 Grand Rapids, Michigan⁴
 Riverdale, Illinois
 Oostburg, Wisconsin
 North Muskegon, Michigan
 East Greenbush, New York
 South Holland, Illinois

- Grootenhuis, Barbara Grasman
 *Gross, Joseph William
 Haadsma, Ruth Joyce
 Hakken, Donna Hoogerhyde
 Hammer, Charlotte
 Han, Ki Bum
 Hartsema, Virginia Louise
 Herrick, Julia Rose
 Hesselink, Mary Ellen
 Hoekman, Marie Madeline
 Hoffman, Vernon Dale
 Hogenboom, J. Dean
 Hollander, John Laurence
 Holt, William Charles
 Hop, Shirley Ann
 Horrocks, Frank
 Hospers, Mary Josephine
 Hospers, Margaret Grace
 Howard, Mari Gioia
 Huizenga, Clarence John
 Jacobs, Annetta Havinga
 Jarvis, Jane Ann
 Jeffrey, Barbara Ann
 Jentz, Arthur Henry, Jr.
 Joffer, Helena Marie
 Jonker, Nelvie
 *Keizer, John William
 *Kelly, Robert Peter
 Kingma, Judith Yvonne
 Kinney, Janet Marlene
 Kleinjan, Ruth Viola
 Kleis, Glenyce Mae
 Kools, John William
 Kotlan, Marilyn Ann
 *Kramer, Willard
 Kremer, Barbara Pennings
 Kremer, James Edwin
 Kroes, Donald James
 Kruizenga, Barbara Ann
 Kruyf, Gerald James
 Kuyper, Carol Ann
 Laman, Gordon Dale
 *Laman, Howard James
 *Lampen, Laverne
 Latham, William Harris, Jr.
 Lubben, Nancy Ann
 Coopersville, Michigan
 Oakdale, New York
 Grand Rapids, Michigan
 Holland, Michigan
 New York, New York 5
Pusan, Korea
 Fremont, Michigan
 St. Joseph, Michigan
 Waupun, Wisconsin
 Slayton, Minnesota
 Danforth, Illinois
 Holland, Michigan
 Holland, Michigan
 Holland, Michigan
 Holland, Michigan 6
 Schenectady, New York
 Alexandria Bay, New York
 Alexandria Bay, New York
 Wyantskill, New York
 Jamestown, Michigan
 Holland, Michigan
 East Norwich, L.I., New York
 Narberth, Pennsylvania
 Palisade, New Jersey
 Parker, South Dakota 7
 Orange City, Iowa
 Grand Rapids, Michigan
 Flushing, Long Island, New York
 De Motte, Indiana
 Clifton, New Jersey
 Holland, Michigan
 Holland, Michigan
 Holland, Michigan
 Montague, Michigan
 Holland, Michigan 8
 Holland, Michigan
 Holland, Michigan
 Muskegon, Michigan
 Muskegon, Michigan
 Chicago, Illinois
 Holland, Michigan
 Muskegon, Michigan
 Holland, Michigan
 Zeeland, Michigan
 Potsdam, New York 9
 Grand Haven, Michigan

- Lubbers, Milton Benjamin
 Maat, Phyllis Ruth
 *Marsh, Gerard Edwin
 Martin, David Jerner
 McCall, Thomas R.
 Moermond, Jack Eugene
 Molenaar, Harold Edwin
 *Mulder, Harvey James
 Neevel, James Alvin
 Nelson, Albert Ray
 Newton, Marjorie Anne
 Nieneker, Darle Lee
 Nienhouse, Audrey Mae
 *Niles, Earl Thomas
 Ortquist, Richard Theodore, Jr.
 Pangburn, Donald Secor
 Parker, Florence Marie
 Pas, Sammie Jane
 Pasma, Marcia Mae
 Plumert, Esther June
 Pool, Gerard Nicholas
 *Post, Lynn Irving
 Prins, Edward
 Ramaker, Penelope Sue
 Redeker, Jerrald Hale
 Renkema, Loren Earl
 Richman, Frieda Emilie
 Riemersma, Dwight Lee
 Roelofs, Charles W.
 *Roskamp, Bertrand Andrew
 Rozeboom, Mary
 Salm, Nell Rose
 Samse, Robert Karl
 Schrier, Robert Dale
 Schulz, Richard Lee
 Shih, Giok Bee
 Slivo, Barkho Slivo
 Spaulding, John Henry
 Spencer, Frances Riggs
 Squire, Richard Thomas
 Stegenga, Henry Ale
 Stoffregen, Doris Elaine
 Teitsma, Arjen
 Ten Haken, Richard Ervin
 Ten Hoeve, Thomas, Jr.
 Tornnga, Lois Mae
- Grand Rapids, Michigan
 Rensselaer, New York
 Kalamazoo, Michigan
 Herkimer, New York
 Brooklyn, New York
 Jenison, Michigan
 Kalamazoo, Michigan
 Colton, South Dakota
 North Tarrytown, New York 10
 South Haven, Michigan
 Westwood, New Jersey
 Dorr, Michigan
 Oak Park, Illinois
 Holland, Michigan
 Muskegon, Michigan
 Saugerties, New York
 Philadelphia, Pennsylvania
 Zeeland, Michigan
 Muskegon, Michigan 11
 Hudsonville, Michigan
 Union City, New Jersey
 Holland, Michigan
 Holland, Michigan
 Milwaukee, Wisconsin
 Waupun, Wisconsin
 Hudsonville, Michigan
 Holland, Michigan
 St. Joseph, Michigan
 Hudsonville, Michigan 12
 Stout, Iowa
 Kalamazoo, Michigan
 St. Anne, Illinois
 North Bergen, New Jersey
 Grand Rapids, Michigan
 Holland, Michigan
 Cebu City, Philippine Islands
 Tell-Tamer, Syria
 Detroit, Michigan
 Holland, Michigan 13
 Hastings-on-Hudson, New York
 Chicago, Illinois
 Brooklyn, New York
 Brunssum, Limburg, Netherlands
 Clymer, New York
 Ridgefield, New Jersey
 Grand Rapids, Michigan

Van Ark, Bernard J.
 Van de Linder, Lois Joan
 Vanden Bosch, Warren Dale
 Vanderlaan, Karl Edwin
 Vandermyde, Charmaine Rae
 *Vander Ploeg, Elmer Clayton
 *Vander Schaaf, Ronald Olivier
 Vander Werff, Lyle Lloyd
 *Vander Yacht, Clifford
 Van Etten, Donald Dean
 Van Faasen, Paul
 Van Hoeven, Donald Theodore
 Van Slageren, Suzie
 Van Wingeren, Joan Phyllis
 Veldman, Janet Soeter
 Veldman, Marcia Ann
 Vicha, Diane Geraldine
 Vrugink, Hazel Elaine
 Webster, Gordon James
 Whitford, Marilyn Joyce
 Wierks, Marianne
 Ziegler, James William
 *Zoet, Gene Allan

Grand Rapids, Michigan
 Herkimer, New York
 Zeeland, Michigan
 Grand Rapids, Michigan 11x
 Chicago, Illinois
 Holland, Michigan
 Rock Rapids, Iowa
 Stickney, South Dakota
 Holland, Michigan
 Orange City, Iowa
 Holland, Michigan
 Holland, Michigan
 Mount Vernon, Washington 15
 Holland, Michigan
 Holland, Michigan
 Grand Rapids, Michigan
 Berwyn, Illinois
 Hudsonville, Michigan
 Grand Rapids, Michigan
 Grand Rapids, Michigan
 Milwaukee, Wisconsin
 Muskegon Heights, Michigan
 Holland, Michigan

Michigan Provisional Teachers' Certificates

Elementary

Adams, Mary Jane
Addis, Margery Ann
Boender, Ruth Pruis
Braak, Dorah Evans
Brookstra, Barbara Joanne
Burggraaf, Mary Ruth
Cloetingh, Christine Marie
Conklin, Janice Faye
De Beer, Agnes Darlene
Egger, Marjory
Gaikema, Nancy Claire
Hammer, Charlotte
Hartsema, Virginia Louise
Hesselink, Mary Ellen
Hoekman, Marie Madeline
Hop, Shirley Ann
Howard, Mari Gioia
Jacobs, Annetta Havinga
Kleis, Glenlyce Mae

Kotlan, Marilyn Anne
Kremer, James Edwin
Kuyper, Carol Ann
Laman, Howard James
Lubben, Nancy Ann
Maat, Phyllis Ruth
Newton, Marjorie Anne
Parker, Florence Marie
Pas, Sammie Jane
Pasma, Marcia Mae
Ramaker, Penelope Sue
Renkema, Loren Earl
Tornga, Lois Mae
Vander Laan, Karl Edwin
Vander Schaaf, Ronald Olivier
Van Wingeren, Joan Phyllis
Vicha, Diane Geraldine
Whitford, Marilyn Joyce

Secondary

Berghage, Connie Nies
Bieri, Arthur Merrill
Blauwkamp, Gerald
Bolks, Evelyn Evonne
Brown, Frances Marie
Bylaska, Elizabeth
Carey, Thomas A.
De Pree, Alyce
De Pree, Glen
De Vries, Ted Donald
De Witt, Lawrence Harry
De Young, Robert James
Gowens, Meryl Kathryn
Grootenhuis, Barbara Grasman
Hakken, Donna Hoogerhyde
Herrick, Julia Rose
Hogenboom, J. Dean
Hollander, John L.
Hospers, Mary Josephine
Hospers, Margaret Grace
Jeffrey, Barbara Ann
Jonker, Nelvie
Kingma, Judith Yvonne
Kruizenga, Barbara Ann

Lampen, Laverne
Moermond, Jack Eugene
Nienhouse, Audrey Mae
Ortquist, Richard Theodore
Plumert, Esther June
Pool, Gerard Nicholas
Post, Lynn Irving
Riemersma, Dwight Lee
Rookus, John
Rozeboom, Mary Lee
Salm, Nell Rose
Schulz, Richard Lee
Spencer, Frances Riggs
Ten Hoeve, Thomas, Jr.
Van Delinder, Lois Joan
Vanden Bosch, Warren Dale
Vandermyde, Charmaine Rae
Vander Yacht, Clifford John
Van Hoeven, Donald Theodore
Van Slageren, Suzie
Veldman, Janet Soeter
Vruggink, Hazel Elaine
Wierks, Marianne
Ziegler, James William

Honorary Degrees and Awards

Honor Roll

Summa Cum Laude

Coon, Edwin Carlton	Poughkeepsie, New York
Hakken, Donna Hoogerhyde	Holland, Michigan
Jentz, Arthur Henry, Jr.	Palisade, New Jersey

Magna Cum Laude

Brouwer, Arie Raymond	Edgerton, Minnesota
Denny, Christine Kingsley	Bath, Somerset, England
De Pree, John Edward	Zeeland, Michigan
De Vries, Ted Donald	Hammond, Indiana
Hesselink, Mary Ellen	Waupun, Wisconsin
Huizenga, Clarence John	Jamestown, Michigan
Pangburn, Donald Secor	Saugerties, New York
Vander Werff, Lyle Lloyd	Stickney, South Dakota

Cum Laude

Ackerman, Ronald Louis	Cedar Grove, Wisconsin
Adams, Mary Jane	East Lansing, Michigan
Beets, Wilma Clare	Grand Rapids, Michigan
Decker, Richard Henry	Grand Rapids, Michigan
De Pree, Alyce	Zeeland, Michigan
Grootenhuis, Barbara Grasman	Coopersville, Michigan
Han, Ki Bum	Pusan, Korea
Hartsema, Virginia Louise	Fremont, Michigan
Hoffman, Vernon Dale	Danforth, Illinois
Parker, Florence Marie	Philadelphia, Pennsylvania
Pas, Sammie Jane	Zeeland, Michigan
Richman, Frieda Emilie	Holland, Michigan
Salm, Nell Rose	St. Anne, Illinois
Ten Haken, Richard Ervin	Clymer, New York
Vandermyde, Charmaine Rae	Chicago, Illinois
Van Etten, Donald Dean	Orange City, Iowa
Van Slageren, Suzie	Mount Vernon, Washington
Vicha, Diane Geraldine	Berwyn, Illinois

Honorary Degrees

Bernadine Siebers De Valois	Doctor of Science
Henry Bast	Doctor of Divinity
Simon D. Den Uyl	Doctor of Laws
James Muilenburg	Doctor of Divinity

Prizes and Awards, 1956

- SENIOR ART AWARD—Alyce De Pree, Ronald Vander Schaaf
- JEWELRY DESIGN AWARD—Penelope Ramaker, Alyce De Pree,
(Handy & Harman Company of New York) Ronald Vander Schaaf
- COOPERSVILLE MEN'S ADULT BIBLE CLASS PRIZE —Not awarded in 1955-1956
- JUNIOR BIBLE PRIZE—Mary Alice Ferguson, John Richard De Witt
- SENIOR BIBLE PRIZE—Edwin C. Coon, Clarence Huizinga, Ki Bum Han
- PIETENPOL PRIZE—Vernon Dale Hoffman
- SLOAN MISSION PRIZE—Not awarded in 1956
- STEGEMAN MISSION PRIZE—Not awarded in 1956
- PATTERSON MEMORIAL PRIZE IN BIOLOGY—Charmaine Rae Vander Myde
- DR. A. T. GODFREY PRIZE IN CHEMISTRY—Richard Decker
- GEORGE BIRKHOFF ENGLISH PRIZE—Donald Pangburn
- WILLIAM EERDMAN'S PRIZE—Ki Bum Han, Joseph Gross
- ECBERT WINTER EDUCATION AWARDS—Not awarded in 1956
- DELTA PHI ALPHA PRIZE—Not awarded in 1956
- RAY DE YOUNG HISTORY PRIZE—Esther Plumert and Lynn Post
- FRESHMAN MATHEMATICS ACHIEVEMENT AWARD—Wayne Millard
- GRACE MARCGERITE BROWNING SCHOLARSHIP IN VOICE—Neil Petty
- CLARYCE ROZEBOOM MEMORIAL SCHOLARSHIP IN ORGAN—Ann Bloodgood
- JUNIOR-SENIOR SCHOLARSHIP IN PIANO—Ruth Moore
- JUNIOR-SENIOR SCHOLARSHIP IN INSTRUMENTAL MUSIC—Harold Ritsema,
Robert Ritsema
- DOUWE B. YNTEMA PRIZE—Not awarded in 1956
- THE ADELAIDE PRIZE IN ORATORY—Nell Salm
- THE A. A. RAVEN PRIZE IN ORATORY—David Dethmers, Arie Brouwer
- HEARST TOURNAMENT OF ORATORS—Robert Winter, Margaret Hoff
- THE SOUTHLAND MEDAL—Suzie Van Slageren
- REGENTS SCHOLARSHIP—John Edward De Pree
- DR. OTTO VANDER VELDE ALL-CAMPUS AWARD—John Adams, Lynn Post

Index

Absence Rules	40	Debate	19, 104
Academic Standing	9, 38	Degrees Conferred	170
Accrediting	9	Degree Requirements	42
Activities, College	17	Dentistry	114
Administration	131	Departmental Clubs	18
Admission	35	Description of Courses	47
Advisors	13, 109	Dining Facilities	12
Aid, Student	25	Diplomatic Service	114
Aims	7	Dramatics	19
Alcor	17	Economics	55, 110
Alumni Association	22	Education	58, 85
Art	49	Employment	29
Athletic Activities	20	English	62
Attendance	9, 40	Engineering	114
Awards	30, 176	Enrollment	169
Band	19, 85	Entrance Requirements	36
Bible and Religion	95	Evening College	46
Biology	50	Expenses	23
Blue Key	17	Extension Courses	41
Board and Room Fees	23	Faculty Roster	134
Board of Trustees	6, 129	Faculty Honors	30
Buildings	10	Failures	38
Business Administration	55, 110	Fees	23
Calendar	3-5	Field of Concentration	44
Campus	10	Foreign Language	
Certificate, Teachers	123-125	Requirements	43
Change of Courses	38	Foreign Travel	15, 79
Chapel Attendance	9	Forensics	19
Chemistry	52, 112	Forestry	116
Choir	18, 84, 85	Fraternal Societies	20
Christian Ministry	112	French	66
Church Work	113	Freshman	158
Class Attendance	40	Geographical Distribution	169
Classical Languages	55	General Semester Fees	23
Classification	40	German	68
College Corporation	129	Glee Clubs	18
Commencement	4	Grading System	38
Committees, Board of Trustees	130	Graduates	171
Committees, Faculty	140	Graduation Honors	30, 176
Composite Majors	42	Graduation Requirements	42
Correspondence Courses	41	Grants in Aid	28
Counseling Service	13	Greek	70
Course Requirements	42	Grounds and Buildings	10
Critic Teachers	139	Group Requirements	43
Curricula (Suggested)	109	Guidance	13
		Gymnasium	11

Health Forum	35, 88	Reading Center	15
Health Service	14	Reading Courses	45
History and Political Science	70	Refund Policy	24
History of College	6	Regulations, Academic	38
Home and Family Living	116	Regulations, College	9
Honor Roll	176	Religion and Bible	95
Honors and Awards	30, 176	Religious Education	96, 112
Honor Societies	17	Religious Organizations	17
Housing	11, 12	Residence Halls	11, 12
Incompletes	38	Residence Requirements	42
Juniors	148	Room and Board Fees	23
Journalism	117	Rooming Facilities	11, 12
Languages, Classical	55	Scholarships	25
Languages, Modern	78	Senior Honors	30
Latin	75	Seniors	144
Law	118	Social Organizations	20
Library	10	Social Work	122
Librarianship	118	Societies	18
Loans	28	Sociology	98
Maintenance	131	Sophomores	152
Major Requirements	44	Spanish	100
Mathematics	76	Special Fees	23
Medical Technology	119	Special Instructors	139
Medicine	119	Special Services	13
Men's Housing	12	Speech	103
Ministry	112	Standards	7
Modern Languages	78	Student Activities	17
Music	18, 80, 120	Student Aid	25
Music Scholarships	27	Student Clubs	17
Musical Organizations	18	Student Employment	29
Normal College Program	110	Student Government	20
Nursing	121	Student Load	40
Objectives	7	Student Organizations	17
Oratory	19	Student Roster	144
Orchestra	19, 85	Suggested Programs	109
Organ	84	Summer Tour Program	15
Payment of Fees	23	Summer School	46
Philosophy	85	Teacher Training	123
Physical Education	88	Transcript of Record	41
Physics	91	Transfer Students	37
Piano	84	Trustees	6, 131
Pi Kappa Delta	17	Tuition	23
Placement Service	14	Vocational Advisors	109
Political Science	70	Voice	83
Practice Teaching	61	Veterans Education	37
Prizes	30, 177	Washington Semester Plan	16
Professional Curricula	109	Withdrawal from Course	38, 39
Psychology	93	Withdrawal from College	39
Publications, Student	19	Women's Activity League	20
Quality Points	38, 42	Women's Residence Halls	11, 12
		Y.M.C.A.	17
		Y.W.C.A.	17

